



Uttarakhand Open University, Haldwani

MS-309

School of Management Studies and Commerce
Management of Training and Development



BLOCK I: An Overview of Training and Development

BLOCK II: Training Design

Management of Training and Development



Block – I

Block Title- An Overview of Training and Development

Block – II

Block Title- Training Design

**UTTARAKHAND OPEN UNIVERSITY
SCHOOL OF MANAGEMENT STUDIES AND COMMERCE
University Road, Teenpani By pass, Behind Transport Nagar,
Haldwani- 263 139**

Phone No: (05946)-261122, 261123, 286055

Toll Free No.: 1800 180 4025

Fax No.: (05946)-264232, e-mail: info@uou.ac.in, som@uou.ac.in

Website: <http://www.uou.ac.in>

Blog Address: www.blogsomcuou.wordpress.com

Board of Studies

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Haldwani

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Department of Commerce
Uttarakhand Open University, Haldwani

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Uttarakhand Open University, Haldwani

Mr. Somesh Pathak
Department of Management Studies
Uttarakhand Open University, Haldwani

Ms. Jyoti Manral
Department of Management Studies
Uttarakhand Open University, Haldwani

Programme Coordinator

Dr. Manjari Agarwal
Professor, Department of Management Studies
Uttarakhand Open University, Haldwani

Editors

Professor Manjari Agarwal
Department of Management Studies
Uttarakhand Open University, Haldwani

Dr. Sumit Prasad
Department of Management Studies
Uttarakhand Open University, Haldwani

Mr. Somesh Pathak
Department of Management Studies
Uttarakhand Open University, Haldwani

Ms. Jyoti Manral
Department of Management Studies
Uttarakhand Open University, Haldwani

Units Written by

Unit No.

Dr. Prachi Pathak,
Assistant Professor,
Doon University, Dehradun

1,2,3,4

Dr. Sumit Prasad
Assistant Professor
Department of Management Studies
Uttarakhand Open University, Haldwani

5,10,11

Dr. Girish Shah, Assistant Professor Mahakal Institute of Management, Ujjain	6
Dr. Kiran Kumar Pant R.H.Govt. P.G. College Kashipur	7
Dr. Vikas Deep Associate Professor Department of Business Studies, Punjabi University Patiala	8
Mr. Bhanu Bisht, Assitant Professor, Amrapali University	9

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Course Name: Management of Training and Development

Course Code- MS 309

Course Objective: The course aims at making the student understand the area of training and development to develop better employees for the organizations.

Block I AN OVERVIEW OF TRAINING AND DEVELOPMENT

1. Conceptual Framework of Training and Development
2. Role of Training in Organizations
3. Nature and Scope of Training and Development
4. Systematic Approach to Training
5. Training Needs Analysis and Action Research

Block II TRAINING DESIGN

6. Training Design
7. Determining Training Objectives
8. Training Methods and Aids
9. Training Climate and Training Techniques
10. Selecting Training Strategies
11. Training Instruments/Tests

Block III EVALUATION OF TRAINING

12. Evaluation of Training
13. Different Methods of Training (Training Delivery Methods)
14. Follow-up in Training
15. Technology in Training
16. Mentoring, Assessment and Development Centre

Block IV INTEGRATING TRAINING AND DEVELOPMENT

17. Approaches to Executive Development
18. Organisational Behaviour and Development
19. Management Trainees and their Expectations
20. Training for Team Building
21. New Concepts of Training

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Block – I

Block Title- An Overview of Training and Development

UNIT 1 CONCEPTUAL FRAMEWORK OF TRAINING AND DEVELOPMENT

- 1.1 Introduction**
- 1.2 Objectives**
- 1.3. Meaning of Training and Development**
- 1.4 Benefits and Importance of Training**
- 1.5 Challenges of Training**
- 1.6 Role of Learning in Training**
- 1.7 Case Study: NIIT**
- 1.8 Summary**
- 1.9 Glossary**
- 1.10 Answer to Check Your Progress**
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- 1.12 Suggested Readings**
- 1.13 Terminal & Model Questions**

1.1 INTRODUCTION

This unit would give insights into training and development function adopted by the organizations, idea about importance of training, understanding challenges and opportunities of training.

1.2 OBJECTIVES

After studying this unit, you will be able to:

- ❖ Understand Training and Development
- ❖ Know the importance of training in organizations.
- ❖ Understand the challenges and opportunities in training.
- ❖ Examine learning and learning principles

1.3 MEANING OF TRAINING AND DEVELOPMENT

'A manager develops people. How well or how poorly subordinates develop themselves in their work depends in the way a manager manages. A manager: Directs people or misdirects them; brings out what is in them or stifles them; Strengthens their integrity or corrupts them. Every manager does these things knowingly or not. A manager may do them well, or may do them wretchedly but always does them'

---Peter F. Drucker

According to Flippo, training refers to enhancement of knowledge and skills for doing a particular job. It is an organizationally planned effort to change the behaviour of employees for attaining organizational goals. Whenever there is a gap in the required skill sets of employees, there is a need for training. Hence training helps in enhancing the skills so that they are updated to execute the task.

The term development usually refers to long term enhancement of knowledge needed for decision making, critical thinking and innovative suggestions in the organizations. Therefore the term development is used for managerial personnel. However in the present context the term training and development can be used interchangeably.

Training is often described as acquiring knowledge, skills and attitude (KSAs) to perform more effectively on the current job. Training is specific and job related generally designed to be finished within a particular time period. It is also said that training bring about the changes which are immediately observable.

1.4 BENEFITS AND IMPORTANCE OF TRAINING

Training brings immense benefits to the organization as well as employees. If planned, executed and evaluated properly training can enhance the productivity of organizations thereby promoting individual growth. The benefits of training can be understood in two aspects-organizational benefits and individual benefits.

Benefits to the organization

1. Training helps in achieving the organizational goals.
2. Training helps in eliminating wastage and optimum utilization of machines and resources by the employees.
3. Training helps in attaining quality products and services and enhancing customer satisfaction.
4. Trainings helps in reducing accidents at the workplace.

5. Training enhances employee engagement and loyalty.

Benefits to individual

1. Trainings helps in upgrading skills of employees.
2. Employees individual potential is utilized and they become more efficient and effective.
3. Training leads to employee motivation and high morale.
4. Employees are able to plan their career effectively.

Objectives of Training and Development

Training and development has the following objectives:

1. To equip the employees with updated skills to meet the challenges of the job.
2. To equip employees with new techniques.
3. To impart knowledge, skills and attitude to enable the employees to perform the job.

Other objectives of Training and Development are:

1. **Increased Productivity:** Training and development program helps in increasing the productivity of organization. Employee productivity can be enhanced with the help of training. The performance appraisal reports reveal the skills in which the employees lack. Thus organizations may train their employees to update these skills. Updation of skills lead to high productivity in organizations.
2. **Quality Improvement:** Training aims in improving the quality of product. The aim of any training is to enhance the quality of output which is otherwise not possible. Improvement in quality results into high demand of product in the market. Thus it increases the revenue also.
3. **Learning time Reduction:** Training aims at reducing the time incurred in completion of a task. When less time is taken it will lead to more production.
4. **Safety First:** Training aims at providing safety to the employees. Manufacturing organisations require the workers to work on machines which are sometimes dangerous also. Hence proper training helps in providing safety to the employees and prevents from accidents.
5. **Labour Turnover Reduction:** Training helps in reducing labour turnover. Since the employees learn new skills, their chances of growth in the organization increases and thus employees don't leave the organisation. Thus, training helps in reduction of labor turnover in organizations.
6. **Keeping yourself Updated with Technology:** Training helps the employees to keep abreast with the new skills and knowledge. Regularly changing technology is easy to learn with the help of continuous training and development program.
7. **Effective Management:** With the help of training it is easy to tackle pertinent issues in organizations. Thus it helps in effective management.



Check Your Progress-A

Q1. Define training.

Q2. Explain the benefits of training?

Q3. MCQs

1. Which of the following is a benefit of employee training?
 - a. Improves morale
 - b. Helps people identify with organisational goals
 - c. Provides a good climate for learning, growth and co - ordination
 - d. None of the above

2. Choose which of the following is a benefit to the individual while receiving training?
 - a. Creates an appropriate climate for growth, communication
 - b. Aids in increasing productivity and/ or quality of work
 - c. Satisfies a personal needs of the trainer
 - d. None of the above

3. How does training and development offer competitive advantage to an organisation?
 - a. Removing performance decencies
 - b. Deficiency is caused by a lack of ability
 - c. Individuals have the aptitude and motivation to learn
 - d. None of the above

4. _____ seeks to examine the goals of the organisation and the trends that are likely to affect these goals.
 - a. Organisational Support
 - b. Organisational analysis
 - c. Person analysis
 - d. Key skill abilities analysis

1.5 CHALLENGES OF TRAINING

Companies that invest in training show high returns and thus training continues to be the pertinent agenda of every company. In difficult times also companies cannot avoid training and hence it brings several challenges given as under:

1. Change in the Demographics:

The change in demographics has a direct impact on the way human resources are managed. The ratio of male and female employees in the organization would affect the way things are managed. Similarly Generation Y employees would have specific expectations from the company which need to be addressed by the company personnel.

2. Change in Technology:

Frequent change in technology demand updated skills on part of employees to cope up with the changing trend. Moreover, company has a responsibility to train their employees to meet the technological expectations and remain in the forefront. Thus, training is a challenge for organizations these days to survive in the market.

3. Globalization:

Though we have come a long way since globalization was introduced in Indian markets, but the rapid development always keep the employees hooked up with the changing trends, adapting to the new system. For instance the explosion of e-tailing sector has revamped the business models to a large extent. In such scenario it is pertinent to take care of the employees needs locally as well as globally.

4. Shift from Manufacturing to Service Sector

Recent years have witness a shift from manufacturing sector to service sector which creates implications for training. Service sector entails dealing with the people and hence right interpersonal skills becomes important for the employees.

1.6 LEARNING AND LEARNING PRINCIPLES

In general term, learning can be understood as enhancing the skills and knowledge which might be absent in the beginning. It can be defined as process to bring change in the behaviour of person. Such change is permanent and is used for attaining the goals of the organization. However, it is said that effective learning takes place when it is reinforced and results into rewards.

Kurt Lewin has given a three step model for inducing change in the behaviour of an individual. These are:

- a. **Unlearning:** It refers to unlearning the concepts which are obsolete and old in order to enable fresh and new learning among the individuals. Kurt Lewin opines that new learning cannot take place until old concepts are unlearned. This is the first step towards learning.

- b. **Implementing:** In this stage whatever new learning has taken place is executed as per the demands of the organisations. The desired behaviour is executed when the organization feels that the new concepts have been learnt.
- c. **Freezing:** This refers to locking the new concepts in the organization and ensuring that the employees are behaving as per the new norms and that no one is using the traditional methods.

Such techniques are important in order to bring symmetry in the organizational process.

Learning Principles:

There are two pre-conditions for learning- employee readiness and motivation. Employee readiness refers to the capability which the employee brings to the organization. It is the right set of skills, knowledge possessed by the employee to undergo training programme. If the employee is not fit for a particular training he should not be forced until he is prepared to undergo such training otherwise the entire efforts would be waste.

Employee motivation is also an important factor for effective learning. If learning new concepts does not result into rewards or cost efficiency, the employee won't be interested to devote time and put extra efforts in learning new concepts. Hence, learning should be accompanied by positive reinforcement for better results.

For learning to be effective there are certain prerequisites or principles which are given below:

Meaningful materials

According to the adult learning theory, the material provided for learning should be properly organised and arranged in a meaningful manner so that the learner can progress successively from one level to another.

Reinforcement

It is referred to something that strengthens the employee's response. A positive reinforcement leads to effective learning in the employees. This can be in the form of approval by the instructor that further motivates the employees to reflect the desired behaviour. Behaviour that is positively rewarded will be exhibited frequently and the behaviour that is negatively rewarded will decrease as the employee understand the consequences of such behaviour. Hence reinforcement after learning has taken place is very essential pre requisite for learning.

Transfer of Knowledge

Learning is effective when the learnt knowledge can be transferred to the workplace. Hence learning is useful only when it leads to desired results. In case of training when

learning occurs it is expected that the employee will make use of new knowledge in the advancement and progress of the organization.

Distributed learning

The amount of time spared for learning also determines the effectiveness. Should training or development be undertaken in five two-hour periods or in 10 one-hour periods? It has been found in most cases that spacing out the activities will result in more rapid learning and more permanent retention. This is the principle of distributed learning.

Whole vs Part learning

Some learning requires step by step instructions which may be given at once or divided into parts/phases. Eg. Airline flight attendant jobs, for example, involve a combination of mechanistic (specific tasks that follow a prescribed routine), and organic (tasks that involve decision-making and individualised responses) duties, which are best learnt separately, and then combined to form the whole job responsibility. Thus, the prescribed takeoff and landing announcements, and formal safety procedures, are supplemented with separate learning activities about how to deal with difficult passengers or how to cope with food supply problems.

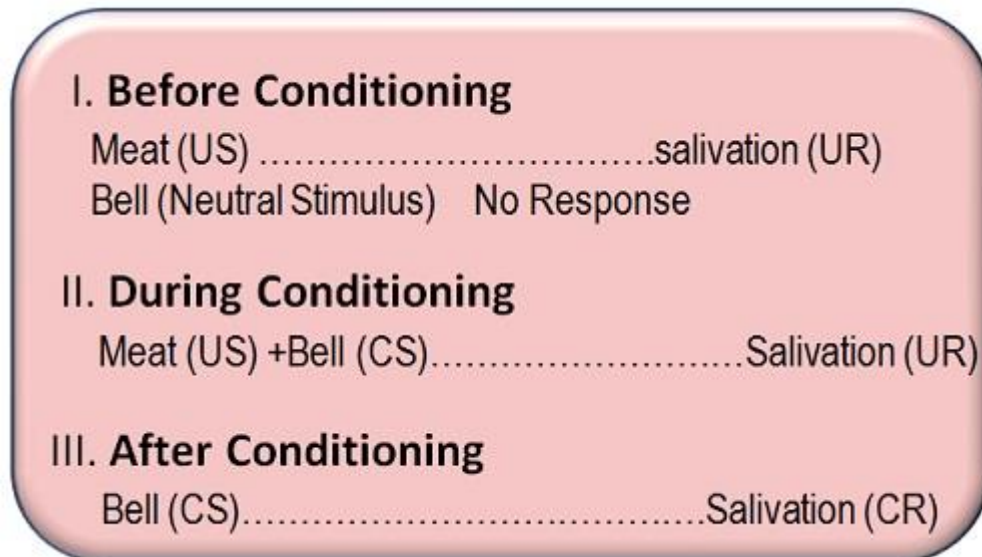
Repetition

Repeating the lessons on daily basis becomes inseparable part of employee's behaviour and enables him to use them in workplaces. Practicing the sessions and repetition results into quick transfer of knowledge and desired behaviour benchmarks by the employer.

Learning Theories: There are various theories which explain how and why people behave the way that they do. Some of the prominent theories of learning are:

1. Classical Conditioning Theory: The classical conditioning theory had a major influence on the field of psychology. A Russian psychologist Ivan Pavlov discovered this theory. He conducted several experiments on dog and concluded that the desired behaviour can be achieved with the help of stimulus that triggers the action. Classical conditioning theory comprises of four elements:
 - a. Unconditioned Stimulus(US) : It causes to react in a certain way.
 - b. Unconditioned Response(UR): It takes place when unconditioned stimulus is presented.
 - c. Conditioned Stimulus(CS): The object that does not bring about the desired change.
 - d. Conditioned Response(CR) : A particular behavior that an organism learns to produce when conditioned stimulus is presented.

Pavlov conducted an experiment on a dog and measured the amount of saliva secreted by it whenever it was exposed to different stimuli. In the first experiment Pavlov presented a piece of meat (US) to the dog, he noticed a great amount of salivation. He continued this for some time. Next time Pavlov rang the bell tried to find out the affect of bell on dog. He found that the dog did not salivate. The third time Pavlov rang the bell and offered the meat, the response was that the dog again salivated. He repeated this process several times and one day he only rang the bell but did not offer the meat, he noticed that the dog was still salivating.



Thus, he found out, that the dog has become classically conditioned (CR) to the sound of the bell (CS). In this example the bell is the conditioned stimulus and salivation is the conditioned response. And every time he rings the bell the dog salivates. Thus, the classical conditioning theory states that the desired behavior can be attained with the help of stimulus and the theory very well applies to the organizations. The managers and trainers very often make use of such theories to get the desired behavior from the trainees. This theory is very widely used in the process of learning.

2. Operant Conditioning Theory: Operant conditioning theory was given by B.F. Skinner. According to Skinner, behaviour is voluntary and is determined, maintained and controlled by its consequences. He says that one must focus on external causes of behaviour rather than internal events such as motivation, thoughts, feelings, etc.

B.F. Skinner performed an experiment; wherein the Rat was placed in a glass box, called as a “skinner box.” In that box, there were two levers, one attached to the feeding tube, while the other produced the electric shock. The rat pressed the first lever attached to the tube and got the food to eat, but as soon as it pressed the other lever, it got the shock. A rat discovered from its actions, the lever which is rewarding and the one which gives a shock (negative response) and pressed only that lever which resulted in food. Thus, Skinner observed, that the rate of response, as well as the change in the response, was seen after the behavior was performed, not before. Operant conditioning is also called as Instrumental Conditioning which means rewards and punishments govern a particular behavior and is responsible for

learning. According to Skinner there are three elements which result in development of new behavior:

1. Stimulus Situation (the event or object)
2. Behavioral Response to the situation
3. Consequence of a response

Example: A vehicle driver applies the brakes in order to avoid the accident, thus, the possibility of an accident without the application of the brakes is stimulus situation. The application of brake is the behavior and escape from the accident is the consequence of behavior.

Thus, through this process, an organism learns to distinguish between the behaviors that are rewarding and try to engage them in those behaviors.

3. Social Learning Theory: The **Social Learning Theory** is given by Albert Bandura, who believed that individual learns behavior by observing the others. Simply, by observing the other person's behavior, attitude, and the outcome of that behavior, an individual learns how to behave in a given situation, depending on the consequences observed. The social learning theory acts as a bridge between the behavioral and cognitive theory, as it emphasizes the integrative nature of cognitive, behavioral and environmental determinants. This means social learning theory agrees with some part of behavioral and some part of cognitive theories. But however, Bandura felt that these theories are not sufficient in explaining the elements therein fully and therefore, believed that learning can also take place via vicarious or modeling.

What is Vicarious or Modelling? The Vicarious or modeling is a process that essentially involves the observational learning. It is based on the assumption, that discrete stimulus-response consequences connections do not result in learning, but instead learning can take place through imitating the behaviors of others.

Bandura believed, that most of the behavior displayed by the individual are learned either deliberately or inadvertently through the influence of the model, a person who is being observed. Thus, a social learning theory asserts that learning takes place in two steps:

1The person observes how others behave and then forms a mental picture in his mind, along with the consequences of that behavior.

2The person behaves, what he has learned and see the consequences of it, if it is positive he will repeat the behavior or will not do it again, in case the consequence is negative.

The second point may be confused with the operant conditioning, but here an individual performs as per the mental image acquired by observing the others, instead of a discrete response-consequences connections in the acquisition of new behavior. Thus, modelling is one step ahead of the operant conditioning.

Key Difference in Learning Theories

Classical Conditioning	Operant Conditioning	Social Learning
Learning occurs by forming associations between naturally occurring stimuli and a previously neutral stimuli	Learning occurs when behaviors are followed by either reinforcement or punishment	Learning occurs through observation
The neutral stimulus must occur immediately before the naturally occurring one	The consequences must quickly follow the behavior	Observations can take place at any time
Focuses on automatic, naturally occurring behaviours	Focuses on voluntary behaviours	Focuses on the give-and-take interaction between social, cognitive and environmental influences.

1.7 CASE STUDY : NIIT: LEADING SKILL AND TALENT DEVELOPMENT CORPORATION

NIIT Limited, a global leader in skills and talent development, has been recognised as the 'Best Training Institution' at the 9th Indian Education Congress & Awards 2019.

Established in 1981, to help the nascent IT industry overcome its human resource challenges, NIIT has today grown to be a global leader in skills and talent development providing career related learning solutions to Individuals, Enterprises and Institutions in diverse areas including **Digital Transformation**, Data Analytics, Software Development and many other new-age career streams.

NIIT is a leading Skills and Talent Development Corporation that is building a manpower pool for global industry requirements. The company, which was set up in 1981 to help the nascent IT industry overcome its human resource challenges, today ranks among the world's leading training companies owing to its vast and comprehensive array of talent development programs. With a footprint across 40 nations, NIIT offers training and development solutions to Individuals, Enterprises and Institutions. NIIT has three main lines of business across the globe – Corporate Learning Group, Skills & Careers Business and **MindChampion Learning Systems Limited**.

NIIT's Corporate Learning Group (CLG) offers Managed Training Services (MTS) to market-leading companies in North America, Europe, Asia, and Oceania. The Skills & Careers Business (SNC) delivers a diverse range of learning and talent development programs to millions of individual and corporate learners in areas including **Digital Transformation**, Banking, Finance & Insurance, Soft Skills, Business Process Excellence, Retail Sales Enablement, Management Education, Multi-Sectoral Vocational Skills, Digital Media Marketing, and new-age IT. As NIIT's wholly owned subsidiary for its K-12 school learning initiative - **MindChampion Learning Systems Limited (MLSL)**, provides futuristic NIIT nGuru range of learning solutions for schools comprising, interactive Classrooms with digital content, technology-driven Math Lab, IT Wizard programs and Quick School - an Education Resource Planning software. The **Training.com** learning

platform is an NIIT initiative for advanced career programs, which are delivered live by industry experts in an immersive and interactive online mode, combining instructor-led classrooms with the convenience of accessing the training sessions from anywhere.

As the Most Trusted Training Brand in India for 5th year in a row (Brand Trust Report, 2017), NIIT's learning and talent development solutions, continue to receive widespread recognition globally. NIIT has been named among the Top 20 Training Outsourcing Companies for the past eleventh consecutive years by Training Industry, Inc. USA. Further, leading Indian ICT journal Dataquest has conferred upon NIIT the 'Top Training Company' award successively for the past 20 years, since the inception of this category. NIIT has also been featured as the 'Most Respected Education Company'- 2016 by leading financial magazine, Business World. NIIT.tv – a disruptive innovation by NIIT, won the prestigious award for 'Educational Technology, at the Indo-American Education Summit 2016.



Check Your Progress- B

Q1. What are the challenges in training ? Discuss.

Q2. Define learning. Discuss learning principles in detail.

Q3. What is the role of learning in training? Discuss.

Q4. Multiple Choice Questions-

1. _____ refers to the learning opportunities designed to help employees grow.
 - a. Training
 - b. Development
 - c. Education
 - d. All of the above

2. _____ of knowledge is important to evaluate the effectiveness of training.
3. Employee Readiness and _____ are the two preconditions for training.
4. _____ environment plays an important role in training.
1. Sometime learning is imparted in several phases, this is also called as _____ learning.

1.8 SUMMARY

The term training refers to enhancing knowledge, skills and attitude among employees. This is also called as KSA. Training plays an important role in the growth of an individual as well as organization. Corporates are particular about the quality of goods and services produced by them hence they focus a lot on effective training programs for employees. Learning is an important component of training. Learning theories and principles are applied for effective training.



1.9 GLOSSARY

Training: Increasing skills, knowledge and attitude among employees. It is also defined as a permanent change in the behavior.

Learning: A process that bring change in the behavior.



1.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1.A

2. B

3. A

4.B

Check Your Progress –B

1. A

2. Transfer

3. Motivation

4. Learning

1. WholeVs Part



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1.12 SUGGESTED READINGS

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Human Resource Management: Text and Cases by K.Aswhappa
Handbook of Human Resource Management Practice by Michael Armstrong
Human Resource Management by VSP Rao



1.13 TERMINAL QUESTIONS

1. Define training. Discuss its importance.
2. Explain learning principles in detail.
3. What are the benefits of training?

UNIT 2 ROLE OF TRAINING IN ORGANISATION, **PLACE OF TRAINING IN ORGANISATION** **STRUCTURE, TRAINING PROCESS MODEL,** **DIFFERENCE BETWEEN TRAINING AND** **DEVELOPMENT**

2.1 Introduction

2.2 Objectives

2.3. Role of Training in Organizations

2.4 Place of Training in Organization Structure

2.5 Training Process Model

2.6 Difference between Training & Development

2.7 Summary

2.8 Glossary

2.9 Answer to Check Your Progress

2.10 Reference/ Bibliography

2.11 Suggested Readings

2.12 Terminal & Model Questions

2.1 INTRODUCTION

This unit would give insights into the role of training and development in organizations, place of training in organization structure, training process model and difference between training and development.

2.2 OBJECTIVES

After studying this unit, you will be able to:

- ❖ Understand the role of training and development
- ❖ Know the place of training in organizational structure
- ❖ Understand training process model.
- ❖ Examine the difference training and development.

2.3 ROLE OF TRAINING IN ORGANIZATION

The role of training in an organization cannot be undermined as it leads to organizational development and individual growth. Training in workplaces leads to better and efficient work. Training is indispensable because it fills the gap in the skills and knowledge required by the employees. Training helps in raising the standard of performance in organizations. Training improves the efficiency among the employees and raise their productivity. It enables the employees to keep them abreast of the latest technological developments and helps the organization to stay ahead of the competitors.

And ongoing training can be thought of as the best insurance policy against all sorts of the inevitable changes and the unforeseeable needs that will arise in your organization from time to time. Training helps to meet your employee's need for continued growth, enable team to respond to technological changes which can affect their job requirements, help workers respond to the changes that come from organizational restructuring and give them the ability to adapt to changes resulting from increased diversity in the workforce.

Following are some of the factors listed which reflects the role of training in organizations:

1. **Turnover:** Lack of employee growth is one of the reason for employee turnover. Training can help in retaining the employees thereby giving them the opportunity to learn and have growth prospects in the same organization itself. This way they need not to switch to any other organization and the organization would be benefitted by their trained employees.
2. **New Technology:** Training plays an important role by addressing the need for updated skills in the employees so that they can use new technology. Organizations have to be learning organizations so that they bring in the necessary change as and when required.
3. **Cost Effective:** Training plays important role in controlling the cost of production and the employees learn efficient methods of production which lead to optimum utilization and saving of cost energy and time.
4. **Orientation:** Training helps in inducting the new employees in the organization. The new entrants are able to understand the new culture and learn the ways of doing the job during training in the orientation programme.
5. **Globalization:** Training plays an eminent role in meeting the challenges of globalization. The shift from manufacturing to service economy demand more of interpersonal training among employees for better service delivery. Hence training is playing a crucial role in the globalized economy.

6. **Standardisation:** Training helps in the standardization of methods of production so that quality of output is increased. Since all the trained employees follow same methods of production thus if they are trained properly they can produce high quality products and there will be no variations.
7. **Organisational Stability:** Training helps in retaining people in the organisations. It enables people to acquire new skills and hence ensures stability for people in organisation. People stay in the same organisation and develop themselves and contribute in the development of organization also.
8. **High Morale:** Training increases morale in the employees because they are able to perform in the workplace. They are promoted for their performance, they have less complaints, reduced absenteeism and high morale.
9. **Reduced Supervision:** Since the training enables the employees to work independently as they acquire new skills required to perform the task thus the need for supervision is minimized. This saves extra cost of the company. There is reduced supervision as the employees are able to handle the tasks in which they become proficient due to training.
10. **Maximum use of resources:** Training helps in maximum usage of available resources thereby minimizing the cost. Thus the aim of any training program is to achieve cost effectiveness. Thus resources don't go waste as they are fully utilized in the training.
11. **Future Manpower Needs:** Training helps in generating and assisting in future manpower needs. Thus with the help of training the employees are able to acquire those skills which he may require in near future. Thus training plays a very important role in imparting future skills to the employees thereby reducing the cost to the company. The company would otherwise search for a candidate with the desired set of skills but with the training it becomes possible to train the existing employees with the required set of skills.
12. **Reduced Accidents:** Training helps in reducing accidents in the organizations. When the workers or employees are fully trained and know about the required skills chances of accidents becomes too low. In other ways it is also cost saving to the organization because otherwise in accidents the company is liable to compensate the aggrieved and his family. If the rate of accidents are low, it creates image in the market and other employees are also attracted to join the company. Thus, it is always good if the company has zero tolerance policy towards the accidents and this possible only because of training.

13. **Better Industrial Relations:** The industrial relations between the workers and the management is improved and a sense of mutual trust prevails in the organization. When the employees are trained they give their best to the company. In return the organization promotes the trained employees for their extra ordinary work.

Benefits of Training Program:

1. **Positive Employee Retention:** Training program has several benefits. The employees' stays back in the organization when they feel that they are important part of the organization and it is willing to send them on training. This way the employees are developed and in return they contribute to the company by giving best result/,
2. **Training Future Leaders:** Future leaders are trained through training. Succession planning is a method which is adopted by the organizations. Thus, training enables to acquire skills which might be required in future.
3. **Employee Empowerment:** The major benefit of training is that it empowers its employees to take decisions in the organizations. When the employees are properly trained the managers can give some autonomy to the trained employees to work independently. Hence employees feels empowered and a part of an organization which boosts loyalty.

2.4 PLACE OF TRAINING IN ORGANIZATION STRUCTURE

Organizational structure depicts the authority responsibility relationships in the organization, it is the framework upon which roles, decision making and responsibilities are arranged. The place of training in organization structure depend upon various factors like centralization or decentralization, number of employees involved in the training process and the kind of training offered in the organization. Also the place of training depends upon the size of organization as well. In a small organization a highly developed training structure might not be necessary but in large organization a well-structured training department has to be in place a sit has to cater to large number of employees.

The training structure in most of the organizations is pyramid in shape and it can be circular where a large number of trainers are present. Such structures define the level of communication between the decision makers. Organizations that have separate training

departments have three kinds of structures- Centralized structure, decentralized structure and federated structure.

Centralized Training Organization: In this organization all the resources are managed by single entity and the planning and direction is in the hands of one executive. **Such structure can be seen in small organizations.**

Decentralized Training Organization: In this organization the training function is operated independently and there are individual heads who take care of their department. Separate training departments such as IT, manufacturing, sales, HR and other business groups and corporate divisions are run by different heads. In decentralized structure the training plan and content is developed according to the needs of the employees belonging to their department.

Federated Model: In this model some functions are centralized and some are decentralized. Larger companies take advantage of federated model by keeping some function in their hands and decentralizing the other functions. Many training industry consultants recommend that organizations with distributed workforces maximize their efficiencies by employing the federated model. They advise that the model represents the new world order in training organization – centralized for back office and other administrative processes yet decentralized by lines of business and/or geography for content development and delivery.

The trend is bolstered by advanced learning and internet-based technologies that enable organizations to operate popular corporate-wide learning intranet portals that serve both employees and customers. The centralized platforms allow organizations to distribute learning content to a vast audience in a consolidated way. Specific departments remain free to develop their own proprietary content for delivery to specific audiences via the site or other modalities.



Check Your Progress-A

Q1. Discuss the role of training in organization.

Q2. Discuss the place of training in organization structure?

Q3. MCQs

1. Which of the following is not true about training?
 - a. It is a short-duration exercise.
 - b. It is technical in nature.
 - c. It is primarily for managers and executives.
 - d. It is concerned with specific job skills.

2. The place of training in organization depends upon following factors
 - a. centralization
 - b. decentralisation
 - c. network
 - d. Both A and B
3. Training plays an important role in
 - a. cost control
 - b. investment
 - c. profits
 - d. loss

4. Federated training model is beneficial for _____ organizations.

2. Organizational structure depicts the _____ relationship between authorities.

2.5 TRAINING PROCESS MODEL

Training is a series of steps which involves Assessment, Training and Evaluation stage. According to Goldstein (2002) as shown in the figure below, training process consists of the following:

I ASSESSMENT STAGE

This is the first stage in the training process. Assessment of training needs, also called as TNA is crucial to decide what kind of training programme, when, how and for whom is to be conducted. Training need assessment consists of:

- a. **Organizational Analysis:** It involves a study of entire organization in terms of its mission, vision, objectives and goals. A resource utilization analysis is done in this stage which examines the utilization of various resources in the organization. An

overstaffing and understaffing of each unit or department is also analysed so that cost effective steps may be taken to ensure effectiveness and efficiency both. This stage also analyses the organizational climate to see that whether training has impacted the overall climate of an organization or not. Absenteeism and turnover rate in an organization are the various sources through which organizational analysis is done.

- b. **Task Analysis:** This is a detailed examination of a job, its components and conditions under which job is performed. Questionnaires, interview, reports and observation are some of the methods used to collect job related information from time to time. Collection of such information enables the manager to design a training programme keeping in mind the benchmarks of employees, tasks they are expected to perform, methods they would employ on job and how can they learn such methods.
- c. **People Analysis:** This refers to the analysis of an individual in a given job. It is examined that the performance of employees is up to the mark or any training is required. Also, specific area in which the employee need training is identified. Replacement of poor performance with the skilled ones is also executed. Personal observation, performance reports, supervisory reports help in collecting the information and select training options to improvise those areas.

After TNA it is important to set the **objectives of training**. Training objectives can be of three types – Regular training which involves orientation training which is imparted on a regular basis. Second training is called as problem solving training which addresses the specific problem and provides solution through training. The third type of training is innovative training where the emphasis is on changing the mindsets of people.

II TRAINING STAGE

The second stage is the training stage which is divided into two parts:

1. **Training Design:** It refers to the methodology adopted to execute the training. Every organization has to lay out the format in which training is to be given. Training material is also designed in this phase. Duration of training is also decided. Whether training should be for two days, a week or more is considered in design phase.

2. Selecting Training Methods: Selection of appropriate training method is pertinent for effective training outcome. Training methods are divided into two types:

A. ON-THE-JOB METHOD

This kind of training is provided when the workers are taught relevant knowledge, skills at the actual workplace. Some of such trainings are listed below:

Coaching: This kind of training refers to one-on-one relationship between the trainees and the supervisors. In this method there are usually 5-6 trainees under one supervisor. There is a close supervision involved in this method and the trainees learn step by step under the guidance of a supervisor.

Job Rotation: This kind of training involves the movement of trainee from one job to another. This removes monotony from the job and the trainee learns new skills in different departments this enabling them to be multi skilling. Such cross trained personnel offer a great amount of flexibility when transfers, promotion or replacements become inevitable.

Apprenticeship Training: The plumbers and carpenters are trained through apprenticeship programs. These are trainees who spend considerable time under the supervision of their supervisors or coach. Usually such type of training is meant for trainees who have craftsmanship ability.

OFF-THE-JOB METHOD

When the trainees are trained at a location other than the workplace, it is called as off-the job method. Few off- the- job methods are listed below:

Vestibule Training: This is also called as simulation training in which actual work conditions are simulated in a classroom. An artificial environment similar to the actual work environment is created so that the trainees learn and easily transfer their knowledge at the actual workplace.

Lecture Method: This is one of the oldest method of training. The trainer delivers the lecture on a subject and focus is to introduce new knowledge among the trainees. This method can be used to train large number of people.

Conference: In this method a problem is discussed by way of solutions and suggestions from people who are experts in their area. The conference is a group centered approach.

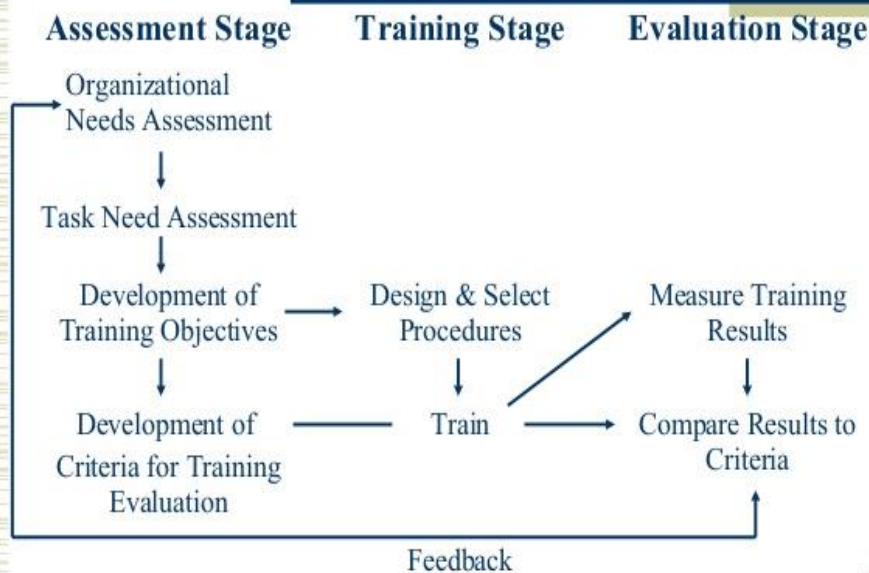
Role Playing: In this method the participants play different role of manger, supervisor, foreman, worker etc. Role plays are used to sensitize the trainees towards the situations of the other one. It is to make trainees be empathetic towards the person they are dealing and then take such decisions which are beneficial for both the parties.

III EVALUATION STAGE

In this stage the training is evaluated on certain parameters. Whether learning has taken place and the trainees are ready to transfer their knowledge can be tested in the evaluation stage. Hamblin has suggested five levels of evaluation i.e. reaction, learning, job behavior and ultimate value. Various methods are used to collect data on the outcomes of the training. These are questionnaires, interviews, Cost benefit analysis and Feedback.

Model of the Training Process*

*Goldstein, I. (2002) Training in Organizations 4th Ed.



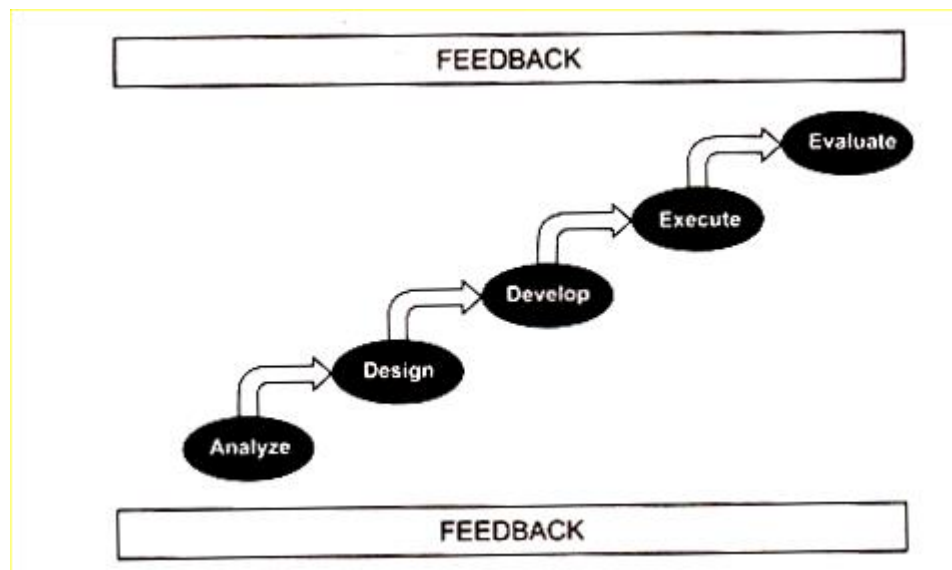
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Training is a process of transformation in which input turns into output in the form of knowledge, attitude and skills. There are various models of training. Few are described below:

1. System Model
2. Transition Model
3. Instructional System Development Model

1. System Model Training: The system model of training consists of five phases. These are Analyse, Design, Develop, Execute and Evaluate. We will discuss each phase one by one.

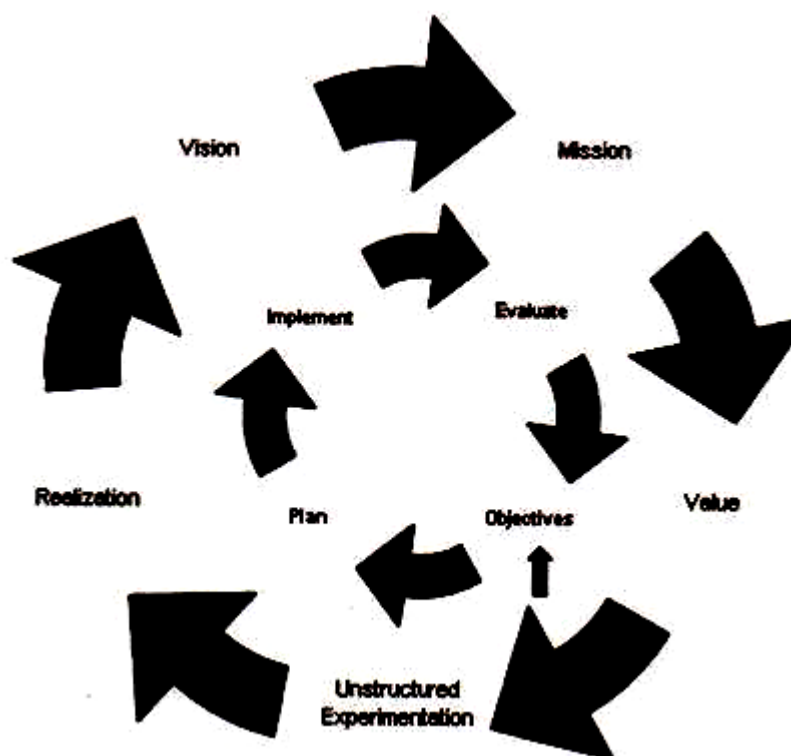
A. Analyse: This step consists of analysing the training need and identifying them in terms of who needs training, what training is required, when such training should be introduced and how the training will be conducted. Thus, the analysis and identification phase of training deals with actually realizing the training needs for an organization and then to carry forward further steps which leads to the establishment of training modules and program.



2. **Designing:** Training design consists of various theories like Gagne's nine levels of instruction to design a training programme. The other theories which may be used are Bloom's Taxonomy so that effective training can be designed. Moreover, training design consists of setting training objectives which will be met out during the training program.
3. **Developing:** This phase consists of activities like choosing the appropriate training methods for training. Which training aid should be used is also decided in the developing phase. Moreover, the training content is also decided which will be delivered during the training.
4. **Execute:** Execution of training program refers to the implementation when everything is prepared. This allows the trainers to actually impart training to the identified trainees. Implementation is done when everything has been properly planned and ready for execution. Hence actual imparting of training to the trainees is called as execution of training.
5. **Evaluate:** Once the training is imparted it is essential to know whether it achieves the desired objectives laid down in the previous steps. The effectiveness of training is measured through various models like Kirkpatrick Model of Evaluation and CIRO method of training evaluation. These evaluation models give insight to the trainers whether training has taken place and if yes to what extent and how it is going to be beneficial for the organization.

Transitional Model: This model focuses on the organization as a whole. The outer loop is described by mission, vision and values and the inner loop is executed on the basis of

outer loop. Vision refers to the milestone which the organization aims to attain down the line. It also refers to what the organization wish to become and be known as in the following years. Mission refers to the long term goals set by the company. Actually the mission statement should always be complementary to the vision statement. In other words the mission is set in accordance to the vision of the organization. Values refers to the beliefs an organization establish for its members and employees. Values are replica of the mission and vision of an organization. Values are set in terms of customer service which the company offers or the honesty with which the company intends to make its operations in the business world. The values are also reflected in the quality of products produced by the company and how cost effective its products are.



4. Instructional System Development Model: This model was developed to answer the training need problems in the business. This model is widely used these days. This model also consists of five stages: Analyze, planning, development, execution and evaluation. This model is similar to the system model of training. The model is continuously striving to the betterment of the training programme. In the analyze phase training needs are identified in which it is determined that who are the people who will receive training. This training need identification is done with the help of questionnaires, surveys etc. There are various sources which give the cues that training is required like grievances from the employees, accident rates, complaints from the employees, rate of absenteeism

etc. All this gives an information about whether training is needed or not. Thus in the analysis phase who needs training is identified and what are the priority areas in which training is required is also sorted. When the training should be imparted is also decided in this phase. The second phase is planning. In this phase how the training is to be delivered is planned by the trainers. List of people who will be trained is finalized. Not only is this training budget also planned so that proper investment may be done on training. The third phase of this model is development. Here the training program is developed. The content to be delivered in training is prepared. Training calendar is also prepared in this phase. The type of training method to be used is also decided in this phase. Training methods refers to the ways by which training will be imparted. There are various off line training methods which are used by the corporates according to the need and type of training imparted. Case study method is one of the popular methods of training. These methods are usually used for analytical training. Role plays and basket exercises are also very popular method of training. Which training method is most suitable is usually decided on the basis of training which is to be imparted, the participants who will be attending it and many other factors. Here, it is important to note that that the purpose of training is to deliver to the trainees where they are able to understand. Then only training is effective. If learning does not take place it may be good to show on records but actually the training is done all in vain. Such kind of trainings should not be encouraged. The next phase of training is execution stage. In this stage whatever has been planned and developed is actually executed. It means that here actual training takes place. Whatever has been planned comes to execution. The last phase of training is evaluation phase. In this stage training is evaluated to check whether learning took place or not. The purpose of any training program is to achieve the objectives set in the beginning. Not only has this training aimed at attaining the results. Thus, whether training was effective is measured through various models like Kirkpatrick model of evaluation. Thus, it can be found out that training has served its purpose and justified the investments made on it.

Apart from evaluation follow up is also very critical in training. In every training it is important to realize that training does not end with the last day of the attending the program. It is important to note that how the learnings are transferred to the actual workplaces. Thus training the employees in a particular skill is one part but most important is to realize that such learnings are properly transferred in the workplace so that the organization is able to benefit from such programs. Thus, follow ups are done by the trainers in which they remain in constant touch with the trainees and are willing to help them wherever they face problem. Some follow up lasts from one month to six months to a year while some training programs the follow up remains as life time opportunity in the hands of the trainees.

Thus, the above mentioned models are used in designing the training program. However systems model of training still remains the widely used method of training and used by the corporates and businesses as well.

2.6 DIFFERENCE BETWEEN TRAINING AND DEVELOPMENT

Training and development is one of the key HR functions. Most organisations look at training and development as an integral part of the human resource development activity. The turn of the century has seen increased focus on the same in organisations globally. Many organisations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at a very fast rate.

So what is training and development then? Is it really that important to organisational survival or they can survive without the former? Are training and development one and the same thing or are they different? Training may be described as an endeavour aimed to improve or develop additional competency or skills in an employee on the job one currently holds in order to increase the performance or productivity.

Employee training and development is an indispensable part of human resource function and management. Both the activities aim at improving the performance and productivity of the employees. Training is a program organized by the organization to develop knowledge and skills in the employees as per the requirement of the job. Conversely, Development is an organized activity in which the manpower of the organization learn and grow; it is a self-assessment act.

Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning atmosphere.

Typically organisations prepare their training calendars at the beginning of the financial year where training needs are identified for the employees. This need identification called as ‘training need analysis’ is a part of the performance appraisal process. After need analysis the

number of training hours, along with the training intervention are decided and the same is spread strategically over the next year

Development

Lots of time training is confused with development, both are different in certain respects yet components of the same system. Development implies opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organisation but may focus on other development aspects also.

At Goodyear, for example, employees are expected to mandatorily attend training program on presentation skills however they are also free to choose a course on ‘perspectives in leadership through literature’. Whereas the presentation skills program helps them on job, the literature based program may or may not help them directly.

Similarly many organisations choose certain employees preferentially for programs to develop them for future positions. This is done on the basis of existing attitude, skills and abilities, knowledge and performance of the employee. Most of the leadership programs tend to be of this nature with a vision of creating and nurturing leaders for tomorrow.

The major difference between training and development therefore is that while training focuses often on the current employee needs or competency gaps, development concerns itself with preparing people for future assignments and responsibilities.

Comparison Chart

BASIS FOR COMPARISON	TRAINING	DEVELOPMENT
Meaning	Training is a learning process in which employees get an opportunity to develop skill, competency and knowledge as per the job requirement.	Development is an educational process which is concerned with the overall growth of the employees.
Term	Short Term	Long Term

BASIS FOR COMPARISON	TRAINING	DEVELOPMENT
Focus on	Present	Future
Orientation	Job oriented	Career oriented
Motivation	Trainer	Self
Objective	To improve the work performances of the employees.	To prepare employees for future challenges.
Number of Individuals	Many	Only one
Aim	Specific job related	Conceptual and general knowledge

After the recruitment and selection, the induction of the new employees is done in which they get introduced to the new working conditions, after that they go for training in which they get to learn many things which are the necessary requirements of the job. Whatever they learn from the training are verified by taking a follow-up, in which it is examined that whether the training program is helpful for the recruits or not.

Training and development is all about building the personality and attitude of the employee for facing future challenges. So they both are vital for an employee, whether new or existing.



Check Your Progress- B

Q1. Describe the training process model in detail.

Q2. Differentiate between training and development.

Q3. Discuss the evaluation of training in detail.

Q4. MCQ

1. Where can formal employee training and education take place?

- a. Colleges
- b. In the workplace
- c. Training centres
- d. All of the above

2. Training concentrates on

- a. coaching the members of an organization how to perform effectively in their current jobs
- b. expansion of the knowledge and skills of the members of an organization
- c. preparing the employees to take on new responsibilities.
- d. none of the above.

3. The process of enhancing the technical skills of workers in a short period is called

- a. Training
- b. Development
- c. Education
- d. none of the above

4. E-learning is all about

- a. computers and computing
- b. being technology-driven
- c. electronics
- d. experience

5. Which one of the following is a source of assessing training needs?

- a. performance evaluation
- b. attitude survey
- c. advisory panel
- d. all of the above

2.7 SUMMARY

Training plays a pertinent role in organization. It is an indispensable function of an organization. Every organization should have a proper training department and it should find place in the organizational structure of an organization. Training progresses in steps which is called as training process model. A sequence of action is essential for proper training. Training and development are often used interchangeably but there are some differences between the two.



2.8 GLOSSARY

Training structure: It refers to the place of training in organizational structure.

Training Process Model: It consists of Five steps- Analyse, Design, Develop, Implement and evaluate.

Federated structure of training: It is the hybrid of centralized and decentralized structure.



2.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. A 2. D 3. A 4. large 2. hierarchical

Check Your Progress –B

1. C 2. C 3. A 4. B 2. A



2.10 REFERENCES

<https://yourbusiness.azcentral.com/organizational-structure-training-27397.html>

<http://www.yourarticlelibrary.com/training-employees/models-of-training-employees-steps-transitional-and-instructional-system-development-model/29548>

<https://www.getsmarter.com/blog/employee-development/employee-training-and-development-the-benefits-and-why-its-important/>



2.11 SUGGESTED READINGS

Human Resource Management by Biswajeet Patnaik.

Human Resource Management: Text and Cases by K. Aswathappa

Handbook of Human Resource Management Practice by Michael Armstrong
Human Resource Management by VSP Rao



2.12 *TERMINAL QUESTIONS*

1. List the factors that depicts the role of training in organizations.
2. Which structure is best suited for training in the organizational structure? And why?
3. List out the differences between training and development.
4. Write short notes on :
 - a. Assessment of training needs
 - b. Evaluation of training

UNIT 3 NATURE AND SCOPE OF TRAINING AND DEVELOPMENT

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3. Nature of Training and Development**
- 3.4 Scope of Training and Development**
- 3.5 Role of Trainer**
- 3.6 Training Budget**
- 3.7 Training Methods**
- 3.8 Strategy for Efficient Training Programme**
- 3.9 IT based Training**
- 3.10 Summary**
- 3.11 Glossary**
- 3.12 Answer to Check Your Progress**
- 3.13 Reference/ Bibliography**
- 3.14 Suggested Readings**
- 3.15 Terminal & Model Questions**

3.1 INTRODUCTION

This unit would give insights into nature and scope of training and development, role of trainers in organisation, training budget, training methods and IT based training.

3.2 OBJECTIVES

After studying this unit, you will be able to:

- ❖ Understand the Scope of Training and Development
- ❖ Know the role of trainer in organizations.
- ❖ Understand the importance of Training Budget

3.3 NATURE OF TRAINING AND DEVELOPMENT

The Nature of Training and Development can be described in the following ways:

- It is pervasive in nature as it is present in all enterprises.
- Its focus is on results rather than on rules.
- It tries to help employees develop their potential fully.
- It encourages employees to give their best to the organization.
- It is all about people at work, both as individuals and groups.
- It tries to put people on assigned jobs in order to produce good results.
- It helps an organization meet its goals in the future by providing for competent and well-motivated employees.
- It tries to build and maintain cordial relations between people working at various levels in the organization.
- It is a multidisciplinary activity, utilizing knowledge and inputs drawn from psychology, economics, etc.
- Human resource is the most important asset in the organization and can be developed and increased to an unlimited extent with the help of training and development.
- A healthy climate with values of openness, enthusiasm, trust, mutuality and collaboration is essential for inducing training atmosphere among the employees.
- Training can be planned and monitored in ways that are beneficial both to the individuals and the organization.
- Employee commitment is increased with the opportunity to discover and use one's capabilities and potential in one's work.
- It is every manager's responsibility to ensure the development and utilisation of the capabilities of subordinates.

3.4 SCOPE OF TRAINING AND DEVELOPMENT

The scope of training depends upon the categories of employees to be trained. Training is not only meant for new entrants in the organization but also the existing employees for their skill upgradation and knowledge.

Prof. Yoder listed the following five groups of employees who need continuous training:

1. Rank And File: i.e., employees who have no administrative or supervising work.

2. Supervisory Employees: i.e., the first line foreman, supervisor and their immediate supervisors.

3. Staff: i.e. specialised personnel such as technical and professional persons attached to the line organisation as advisors.

4. Middle Management: i.e., all the managerial personnel holding positions between line supervisors and the top management.

3. Top Executives: i.e., all executives who hold major responsibility for the overall planning and control.

Training and development activity is a vital link to facilitate competence and implement managerial decisions. A true competitive edge among employees can be attained with the help of strategic knowledge and plan. Any training programme is effective when the following is ensured:

- a. Training need identification
- b. Training need justification
- c. Budgeting and controlling the cost
- d. Training Methodology
- e. Designing the training process
- f. Evaluation of the training



Check Your Progress-A

Q1. Discuss the nature of training in detail.

Q2. Explain the scope of training in brief?

Q3. MCQs

1. A healthy organizational climate is essential for inducing
 - A. Training atmosphere
 - B. Autonomy
 - C. Self-Discipline
 - D. Communication
2. A true competitive edge among employees can be attained with the help of
 - A. Strategic knowledge and plan
 - B. Controlling
 - C. Superior-Subordinate Relationship
 - D. Communication
3. Training is not only meant for new entrants in the organization but also
 - A. the existing employees
 - B. Retired Employees
 - C. Retrenched Employees
 - D. All of the above
4. Prof. Yoder listed _____ groups of employees
 - A. 5
 - B. 7
 - C. 8
 - D. 10
5. Human resource is the most important _____ in the organization.
 - A. Asset
 - B. Liability
 - C. Factor
 - D. All of the above

3.5 ROLE OF TRAINER

The role of trainer has become crucial with the advancement in technological competence, awareness in work force and high expectations of organizational productivity. A trainer has to critically analyse the problem areas, design a feedback system, design a learning system and

ensure that everything is under permitted cost. Thus, the role of trainer is varied in nature and a trainer performs the following roles in an organization:

1. **As Consultant:** A trainer acts as a consultant and his advice is beneficial in strategic planning, human resource planning, recruitment, sales, finance and R& D. He is quite resourceful for managers implementing training in their departments since he knows all about the methodology and learning theories.
2. **As Diagnostician:** A trainer as just like an expert of training who is able to diagnose the cause of a problem and give quick solutions. A trainer performs various functions like analyzing the training needs of employees, reviewing the employee performance, justifying the need for a training programme and helping in designing a suitable programme matching the needs of employees.
3. **As Manager:** A trainer acts as a manager because he is the one who is involved in the process of training from planning till evaluation. A trainer performs all managerial functions of planning, organizing, staffing, leading and controlling by planning the objectives of training, organizing the training, hiring the experts to conduct the training, implementing the training and retrieving feedback from the participants. Hence, a trainer is executing the responsibilities of a manager as well.

The qualities of a good trainer are:

1. Well Planned
2. Highly competent
3. Possess relevant industry experience
4. Good communication skills

A trainer can make long sessions of training interesting by adopting the following ways:

- a. Giving appropriate breaks during the session
- b. Using both audio-visual aids
- c. Making the session highly interactive
- d. Include management games to make the sessions interesting
- e. Using case study methods to make training fruitful

Role of Trainer

<p>Designer</p> <ul style="list-style-type: none"> • Adapts the training programme to trainees needs • Knows and uses the principles of learning adults • Introduces adequate training methods • Designs training manual and learning materials • Delivers train-the-trainer workshops 	<p>Organizer</p> <ul style="list-style-type: none"> • Before training: <ul style="list-style-type: none"> • Learns about participants and place of the training • Prepares materials • Arranges the training room • During training: <ul style="list-style-type: none"> • Takes care of trainees and training resources • After training: <ul style="list-style-type: none"> • Removes/shreds sensitive materials developed during training
<p>Leader</p> <ul style="list-style-type: none"> • Defines the training situation • Manages the work of the training group • Acts towards reaching the training goal • Understands and controls the group process • Reacts in difficult situations 	<p>Moderator</p> <ul style="list-style-type: none"> • Uses discussion as a learning method • Knows and uses methods of leading discussion • Stimulates engagement of trainees • Activates the process of sharing experiences
<p>Expert</p> <ul style="list-style-type: none"> • Presents the subject • Makes use of his/her expertise 	<p>Presenter</p> <ul style="list-style-type: none"> • Defines the situation of the presentation/training • Structures the presentation • Reinforces interest of the training group • Takes care of understanding of the presentation • Inspires, engages, tell stories, uses humor • Takes care of the language of the presentation • Controls his/her voice • Uses well-prepared visuals • Controls his/her body language • Keeps contact with auditorium
<p>Ally</p> <ul style="list-style-type: none"> • Takes care of good, friendly contact with the training group • Takes care of trainees' feel of security • Supports trainees in exercises • Amplifies positive behaviours • Takes care of good relations between participants 	
<p>Business Partner</p> <ul style="list-style-type: none"> • Adapts the training programme to business circumstances of the client 	

Figure 1: Adapted from e-Learning Industry

Role of Modern Trainer

A modern trainer should **understand at least the basics of e-Learning**. Having such a knowledge is important during designing learning intervention. By understanding e-Learning pros and cons modern trainers can choose the best methods of training. E-Learning instructional design competency and even basic knowledge of eLearning content development tools and techniques can help the trainer for valuable engagement in the design and delivery process of eLearning courses. Modern trainer should **know the principles of information architecture** - should be able to create visuals, infographics, knowledge pills,

learning maps, etc. Even if they are not artistic - they should be good enough to effectively transfer knowledge.

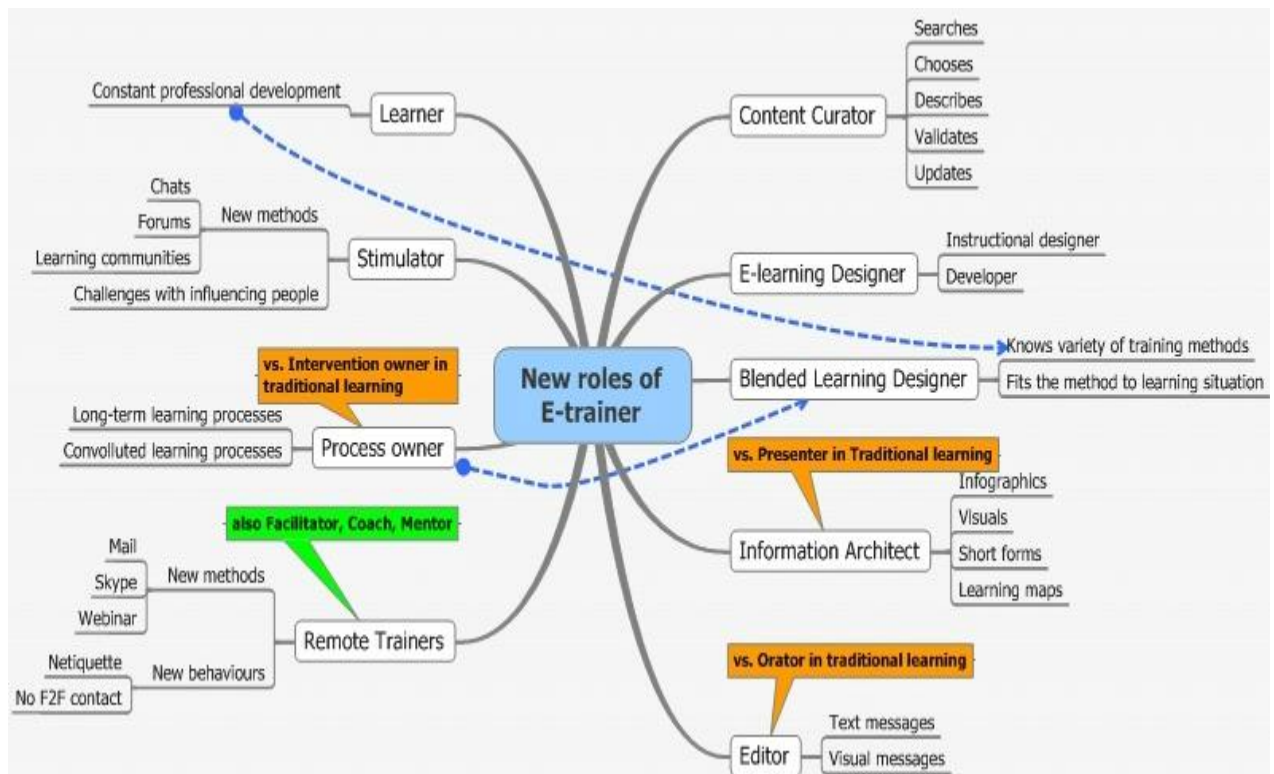


Figure 2: Adapted from e-Learning Industry

Blended learning processes are usually much more complicated than traditional ones. They utilize numerous tools and methods, they use to be longer, and they use to engage more educators. A modern trainer is ready to **take care of the whole training process** - not only for the very small part of delivering a workshop or a seminar. Such a trainer also understands the whole process and endeavors to the goal even if he/she is engaged and responsible only for a small part.

Rapid changes in the training industry force a modern trainer to **constant development**. Traditional training has been performed on a basis of the same principles from ages but new training and working environment requires frequent updates of trainers competencies.

3.6 TRAINING BUDGET

Budget allocation for training is an important component of any organization. Training budget is also important because it is an investment in the organization and therefore it needs to be established on the basis of training needs.

According to Society for Human Resource Management, a training budget must include the costs for training staff, appropriate learning facilities, cost of outside consultants, cost of training materials. It is crucial that the training budget covers the cost associated with the training methods.

It is advised that before finalising the budget it is essential to assess the training needs. It is important to identify the gaps or lack of skills due to which performance of employees or productivity of the organization is hampered. A good training budget always addresses the real training issues and thus results in raised performance and productivity. According to 2005 State of Industry Report from American Society for Training and Development, industry specific training has been the highest priority of organizations. Since training incurs cost therefore, E-learning can be a cost effective option for businesses, including small businesses that need to reduce costs and make training more accessible. Online training for system and desktop application training was reported as second most common online training taught.

Establishing a training budget for organization ensures allocation of appropriate funds for employee development over the course of a year. If executives perceive training budget as overhead expenses or superfluous, proper planning for training expenses and linking them to strategic objectives, a manager may avert cost-cutting measures that could reduce your training budget. A training budget should ensure that the employees get the right skills and knowledge needed to perform their job effectively.

Readiness

Managing training budgets and resources effectively ensures that personnel have the skills and competencies required to complete job tasks. The training budget includes the direct and indirect costs required to analyze, design, develop, implement, evaluate and maintain courses and materials. In some industries, employees must maintain their credentials to adhere to local, state and federal regulations. For example, the Occupational Safety and Health Administration standards require employers to train employees on health and safety topics related to their jobs.

Benefits

Gathering the costs associated with training programs allows sponsors and stakeholders to prioritize efforts and distribute funding accordingly. For example, create a spreadsheet listing training activities, development and delivery costs, number of people affected and potential business impact. This allows sponsors and stakeholders to optimize training expenses by evaluating the options, comparing development costs to purchasing off-the-shelf courses and considering different methods of providing instruction, such as distance learning, self-paced

modules or social media mechanisms. Reviewing the training budget from a previous year allows you to evaluate what worked and what didn't.

Alignment

Identifying funds for training ensures that employees get the programs they need to accomplish the company's strategic goals. For example, if you state your company's goal is to reduce product errors, eliminate waste and improve customer satisfaction, you might consider training that certifies your personnel in quality management techniques such as Six Sigma. By identifying the costs associated with Six Sigma training at the beginning of the year, you ensure these programs can proceed throughout the coming months. Rather than wait to expose performance gaps, certify individuals as Black Belts to start off in the right manner.

Monitoring

After establishing a comprehensive training budget, monitoring of expenses associated with training activities is possible and thereby ensuring that you're getting the most for your money.

3.7 TRAINING METHODS

Training in organizations is conducted with the help of various training methods. Method by which training is imparted plays a significant role in training effectiveness. If the method of training is not appropriate, the entire training programme can be a waste. Training methods can be classified into two parts- On-the job training method and off-the-job training method.

On-the Job Training Method: Training which is imparted to the employees while remaining present on the job is called as on-the-job training. In this method employee need not to leave the workplace. He can be trained while doing his job or performing his duties in the workplace. Thus, mostly apprenticeship trainings offered are classified as on-the-job training method. Different on-the-job training methods discussed below:

1. **Coaching:** In this method the trainee is placed under a supervisor. The supervisor is the instructor who gives instructions and give directions about how to perform a job. In this method, three to six people are placed under the supervision of one supervisor. The supervisor acts just like a coach and trains the trainee until they are able to perform the job independently.
2. **Job Rotation:** In this method the trainees are transferred from one job to another, department to department in a systematic manner. This enables the trainees to acquire diverse skill sets required in a job. It is often called as multi skilling also. Job rotation increases interdepartmental cooperation and reduced monotony of work.
3. **Apprenticeship:** This type of training is imparted for the job involving craftsmen skills like the job of a carpenter, plumber, and electrician. The trainees are appointed

as apprentice in the organizations and are trained while being on the job. Usually the norm is that when such trainees are fully trained they are put on rolls of the company.

Off-the-Job Training Method

When the training is provided to the employees in which he has to leave the workplace is called as off-the-job training. This training is imparted away from the workplace and the employee is expected to transfer such training when he joins the job after attending the training programme. Different types of off-the-job training methods are:

1. **Case Study:** Cases are the real life situations converted into a business case. Each business case has a problem and the trainees are expected to analyse the case and give solution to that case. Usually the trainees are divided into the group. Each group is asked to discuss the case and give solutions. A group leader is called to present the case. Another way of discussion is to ask the trainees individually about the case and its solution. Case Study method sharpens the analytical skills and decision making skills of the trainees. Moreover, the trainees are able to comprehend and understand various possible situation sin the job and ways by which such problems can be solved.
2. **Role Playing:** Role play refers to enacting the roles in the organization like role of supervisor, manager, technician, subordinate etc. In role play the actual roles of trainees are exchanged with another role and they are asked to behave and solve the issues being in that role. This method helps the trainees to understand the view pint of others while dealing with the problem. This method of training enhances interpersonal skill and sensitivity to each other. Thus, trainees are able to solve the problem by being empathetic and rational at the same time.
3. **Business Games:** Business games are played to enhance the decision making ability of trainees. Decisions such as pricing, investment, advertisement etc. are placed infront of the trainees and they are asked to take decision for the firm if they were the manager. The trainees are divided in teams. One team acts as a competitor and is asked to give reaction so the decisions made by other team. In next step the roles are interchanges and the former teams asked to react.
4. **Sensitivity Training:** Sensitivity training refers to the development of awareness towards behavioral patterns of self and others. In sensitivity training group of trainees are kept under controlled situations and exposed to sessions involving emotional cost. This training results in understanding group process, enhanced listening skills and increased trust and support.
5. **Conferences:** This is a popular off-the-job training method in which people discuss the subject of common interest. People pursuing research in their areas and expertise speak on the topics and the problem is discussed. In the end the sessions are concluded with suggestions and views shared by different speakers. This helps in understanding the problem better.

6. **Lecture:** In lecture method a deliberation is made by the expert who is a trainer. There is one way communication in this method as the trainer tells about new ideas and concepts in the lecture. Lecture method is usually adopted in combination with other methods of training. But lecture method still remains indispensable.

3.8 STRATEGY FOR AN EFFICIENT TRAINING PROGRAMME

The aim of any training programme is to teach new skills to the employees so that they can upgrade themselves with the advancement of time. To implement an effective and efficient training programme it is essential to keep the following factors in mind:

1. **Establish Instructional Mode:** Here instructional mode refers to the training programmes which are either led by the instructor or prepared on a self-administered instructional mode. If the training programme is instructor-led, then it is essential to ensure that the instructor has the requisite knowledge and expertise to conduct the sessions. It is also essential to see that the instructor is able to interact with the trainees and follows two way communication. In this mode, repetition of instructions may be required for better understanding by the trainees. But on the other hand if the training is based on self-administration mode then there should be enough clarity in the instructions given at the beginning of the programme. The training material should be clearly prepared without leaving any kind of doubts in the mind of the trainees. The availability of the instructor in this mode may be limited. Thus, it becomes essential to see how the training can be made more effective and efficient.
2. **Determine Class Size:** To make training effective it is also essential to determine the number of trainees who would attend the programme. A class size of 30-35 trainees is usually adopted for conducting effective training. But this number may be increased or decreased depending upon the kind of training being imparted. But it should be noted here that too large size of trainees may hamper the quality of training hence it is always advisable to keep a number which can be easily addressed and monitored personally by the trainer during the entire training programme.
3. **Training Aids:** Aids to training refers to the tools and equipment used to train the trainees. Examples of training aids are LCD projectors, flipcharts, audio-visual aids, marker, white boards, wrap up sheets etc. The trainers decide in advance the type of training aid to be used during training. It is the responsibility of the organisers to fix up the required tools and aids before the commencement of training.
4. **Training Environment:** The place where training is conducted is also significant in making training effective. The learning environment should be amicable, with proper ventilation and seating arrangements.
5. **Training Method:** The type of method used in training also decided its effectiveness. Proper training method should be used for different kind of training. For example in

workshop method case study can be given along with lecture method. Similarly the trainer has to decide which method will be suitable for a particular type of training. Role plays, management games, sensitivity training all have their own significance in making the trainees learn and understand new concepts, behavior and skills.

6. **Trainer:** The trainer himself is one of the most important factor in delivering effective training. The trainer must be a learned person, with expertise in his area, with adequate experience and certified to conduct the session. The trainer who takes the session is confident in his task and approach so that the trainees learn in the best effective manner.
7. **Duration of training:** Duration of training is also important for a successful training programme. If a topic requiring more days is finished in less days then the job is not complete. It means that adequate time should be given for each session to conduct the training programme.

3.9 IT BASED TRAINING, BLENDED LEARNING, BLOOM'S TAXONOMY

Information and information technology are the key drivers of the information age. The business functions are now networked and use of IT is prevalent in all functions. Information technology deals with communication, storage, processing and use of information towards optimizing the use of scarce resources, improvement in productivity, worldwide demand of quality management, empower process in organization to meet the global challenges.

Organizations are relying on IT due to reduced costs and improved productivity and profitability. Use of Internet and Intranet has made things feasible to operate in the manner which leads to reduction in cost and increase in profits and productivity. Companies see benefits in investing in IT based HR system. Not only this Artificial Intelligence and its applications in HR functions is a new feather in the cap of IT revolution. All the HR functions right from Manpower planning, recruiting, selecting, training, appraising employees is all IT based now.

Online Training:

This refers to training which is imparted through internet. Such program can be accessed by anyone throughout the globe. These days online training trainings have become popular among professionals through which they can attain promotion and enhance their knowledge base for future growth and development in the organizations. Certificates are also provided by the companies which impart online training to the participants. With the help of this training any learner can learn new things and knowledge. There are various advantages of online training. Some of them are listed below:

1. **Flexibility:** The first advantage of online training is the flexibility to learn the content at one's own timing and schedule. If an individual is working professional he can learn the courses at his own pace and watch the videos whenever he has free time. Thus online training is quite flexible as it allows the learner to learn the content at his own pace.
2. **Mobility:** Online training can be taken while travelling hence it makes this system mobile. Anywhere there is internet connection, online training is possible. One can take advantage of the place which has internet connection. However these days people can access the online training on phone, tablets etc.
3. **Pocket Friendly:** The traditional mode of learning requires lot of expenditures whereas the online mode of learning is quite cost effective. The lessons can be viewed many times in case the learners don't understand. The certificate to complete the course is issued in online learning at a very nominal cost. On the other hand the traditional method of learning incurs high cost. The learners can learn at their own pace in online method.
4. **Participation in social platform:** The learners throughout the globe come together to interact with each other. People with same interest or learning goals may join a community where they can freely exchange questions, doubts and ideas. This way the learners can interact with each other easily, discuss the problems, ask questions, help the fellow members and thus they can gain insight as to where they are leading in the course.
5. **Online Support:** The learners can mail their problems which are solved by the trainers. There is also a chat support system available on online portals. The course instructors always motivate the students to share their problems which are often resolved on the online platform or in the chat sessions.
6. **Scoring System:** There are online tests like assessments test which the learners may take to know whether they are understanding the portion covered so far or not. The scores are also mentioned online for the learners so that they can gauge their performance. Hence the progress can be monitored with the help of such examination and tests conducted on the online platform.
7. **Accessibility:** The online learning method has the advantage of easy accessibility as the videos can be easily downloaded. The videos can be replayed and listened again and again at one's own pace. The quizzes and assignments can be taken at any time and thus it enables the learners to access the training program.
8. **Retention of Information:** In online training the course modules are made interactive and attractive by keeping the videos short and full of images, movie clips, animation so that it can be restored in the minds of the learners for a long period of time. The length of the videos is often kept short so that the learners can retain them easily.

To conclude, it can be understood that the coming age is the age of online learning and training. In the years to come the traditional method of training and learning is going to be obsolete. The learners often do not take much interest in the classroom

method of teaching. Also the learners would like to take advantage of the best lectures on a particular topic opting from the worldwide training modules available. Thus, in this scenario online learning becomes more attractive. Not only this online learning is cost effective and easy to learn. The learners can also learn two or more courses simultaneously.

II Blended Learning: Blended learning is a combination of offline and online learning offered in such a way that it complements each other. Blended learning is also called as hybrid learning. In blended learning the learners have the option to submit the assignments online and attend the lectures offline. Thus, a combination of tools are used in blended learning. Technology has played a significant role in making the blended learning useful and accessible for the learners. This type of learning can be used without internet connection also. The offline videos can be easily downloaded and the learners can watch the videos offline. This is how it makes easier for the learners to learn and practice.

Bloom's Taxonomy for Effective Learning: Bloom's taxonomy was created by Benjamin Bloom in 1956. Bloom's Taxonomy consists of 6 levels and the basic purpose of this taxonomy is to engage the learner in effective learning process. Bloom's Taxonomy is widely used by educators as andragogy. Since it has been a popular method of teaching it is used by the teachers in educational institutes. The six levels are discussed below:

1. **Remember:** The first level of Bloom's Taxonomy is remembering or recalling the learned formula, poem, principle etc. The purpose of recalling is to dig out already learnt details from the learners and their understanding about them.
2. **Understand:** The second level of Bloom's Taxonomy is understanding the concept. The concept may be taught with the help of illustrations, examples, by which it becomes easy for the learners to learn and understand the concept.
3. **Apply:** The third level in Bloom's Taxonomy is to apply the learned concept. For this a formula may be used to solve a problem or a design may be selected to meet the purpose.
4. **Analyze:** This level deals with the analysis of the applied concept. This level answers the question why a certain phenomenon happens or takes place? This level also deals with explaining how the steps of scientific process work together.
5. **Evaluate:** In evaluation phase the learned concept is evaluated. It can be done by illustrating the relative value of technological innovation.
6. **Create:** This level deals with creating new solution to the old problem. In this level it is assumed that the learners have become completely capable of finding out reasons for failure and creating new design or giving new solutions free of errors which happened to be the part earlier. Thus, creating a new design or giving a new solution comprehends that the learning has taken place.

In any organization employee training and development is essential part. Without this an organization cannot grow. It is the right of every employee to receive training so that the employee can improve their productivity and organization can also grow. The training should be impartially given to every employee. There should not be any favoritism in selecting the employee for training. In imparting training to the employees a proper allocation of budget is also significant. If the amount sanctioned for training is not adequate it will hamper the growth of the employees as well as organization. Thus, training is a continuous activity. It should be structured in such a way that the maximum can be derived from the days an employee spends on training. The trainees should be motivated for training. For an effective training program it is also essential that the training is evaluated from time to time. The effectiveness of any training depends upon the output given by the employees over a period of time. The output can be in terms of high productivity or lesser cost involved in productivity or low rate of accidents or absenteeism. There are several models which are available to measure the effectiveness of training. These models are Kirkpatrick model of training evaluation. This method involves evaluation both pre training and post training. There is another method of training evaluation and it is CIRO model of training evaluation where C stands for Context, I stands for input, R stands for reaction and O stands for output.



Check Your Progress- B

Q1. What qualities does a company expect in a trainer?

Q2. Discuss the role of modern trainer with reference to e-learning.

Q3. Discuss the role of trainer as leader.

Q4. Multiple Choice Questions-

1. Which one of the following is associated with training budget?

- (A) Assessment of Training Needs
- (B) Cost of training material

- (C) cost of consultant or expert
(D) All of the above
2. Reviewing the training budget from a previous year allows you to
- (A) evaluate what worked and what didn't.
(B) Preparing better budget
(C) Make a new budget
(D) None of these
3. Rapid changes in the training industry force a modern trainer to
- (A) constant development
(B) learn new techniques
(C) Both (A) and (B)
(D) None of the above
4. A trainer performs all managerial functions of
- (A) Planning
(B) Organising
(C) Controlling
(D) All of the above
3. Establishing a training budget for organization ensures
- (A) allocation of appropriate funds
(B) controlling
(C) moving ahead
(D) Cost cutting

3.10 SUMMARY

Training brings people and organization together to attain the organizational goals. Trainers play an eminent role in imparting training. A trainer is a specialist with a vision to move an organization from one level to higher levels. Budget has always remained a focal point to ensure effective training.



3.11 GLOSSARY

Trainer: A person with specialized knowledge and who imparts training.

Budget: It is the estimated expenditure involved in training. It ensures the effectiveness of training.



3.12 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1.A

2. A

3. A

4.A

3. A

Check Your Progress –B

1. D

2. A

3. C

4. D

3. A



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3.14 SUGGESTED READINGS

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3.15 TERMINAL QUESTIONS

1. Explain the nature and scope of training.
2. What are the functions of a trainer?
3. What are the benefits of online training?
4. Write short notes on Training Budget.

UNIT 4 SYSTEMATIC APPROACH TO TRAINING

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3. Approaches to Training**
- 4.4 Analysis Phase**
- 4.5 Design Phase**
- 4.6 Development Phase**
- 4.7 Implementation Phase**
- 4.8 Evaluation Phase**
- 4.9 Summary**
- 4.10 Glossary**
- 4.11 Answer to Check Your Progress**
- 4.12 Reference/ Bibliography**
- 4.13 Suggested Readings**
- 4.14 Terminal & Model Questions**

4.1 INTRODUCTION

This unit would discuss systematic approach to training which comprises of five phases ie analysis, design, development, implementation and evaluation phase.

4.2 OBJECTIVES

After studying this unit, you will be able to:

- ❖ Understand Systematic approach to training.
- ❖ Know Training Need Assessment (TNA)
- ❖ Understand Training Design.
- ❖ Understand Training development
- ❖ Learn about Implementation of training
- ❖ Know about evaluation of training

4.3 APPROACHES TO TRAINING: SYSTEMATIC APPROACH

The organizations adopt various approaches to train the employees. Approach refers to the process or way of conducting training in the organizations. There are three approaches to training which are discussed below:

1 Reactive Approach

The reactive approach is usually adopted by smaller organizations when they find themselves in crisis. Such organization do not plan for facing the uncertainty. Hence there is no pre-planning involved. As and when the difficulty arise these organizations handle the same with the help of training programmes and thus taking corrective action. It is assumed that since the size of the organization is small they cannot afford huge investments on training and hence believe in post crisis remedy.

2. Proactive Approach

The proactive approach refers to pre-planning of training in organizations to improve the business performance. The proactive approach to training is effective where organizations are actively seeking ways for training to improve their business performance.

3. Systematic Approach

The Systematic Approach to training is adopted by most of the organizations and is considered as a proper way to train the employees. The systematic approach consists of various steps/phases in which training is imparted. These phases are analyze, design, develop, implement and evaluate.

In systematic approach the training progresses systematically involving every minute aspect related to training and executing them in the most effective manner for the benefit of employees. It is a logical approach to do a particular work. It ensures that people have right skills, knowledge and attitude to do that work.

The systematic approach to training can be broadly divided into five phases:

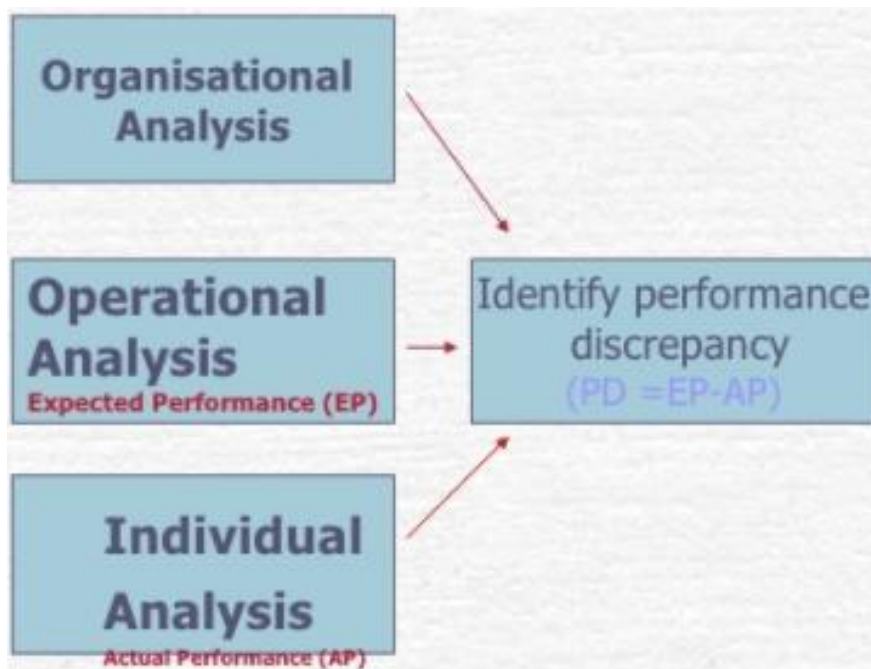
- A. Analyze
- B. Design
- C. Develop
- D. Implementation
- E. Evaluation

The five steps/phases are discussed further in detail.

4.4 ANALYSIS PHASE

The systematic approach to training starts with the first phase of Training Need Analysis. This is the reason it is called as analysis phase. Analysis phase answers the question Why, What, How and When the training should be given. Firstly it is pertinent for the organization to know the training needs because then only it can be decided how to proceed. Hence the question 'Why' training need to be answered first. The performance gaps in the organization or if something is wrong in the organization gives a signal that a training is required. Secondly it is to be decided what training should be given. It means the organization has to identify its weak areas or problem areas to know exactly training needs into a particular area or subject. Then the question of 'How' this training will be imparted is considered. Then the time 'When' the training is to be imparted is decided.

Training Need Assessment (TNA) is carried out in three steps:



Training Need Assessment

Organizational Analysis: This is the first step of TNA. In this phase the mission and vision of the company are studied carefully to understand the purpose of organization. The objectives are studied carefully so that it can be understood that where the company wants to proceed in long term, what are the growth plans etc. Organizational culture is also studied in this step so that the overall culture and norms prevailing in the organization can be understood.

According to Schuler, 1990 organizational analysts need to ask the following questions;

How do you attract, retain and motivate an increasingly diverse workforce?

Is there a sufficient supply of people?

How do you compete for individuals with the right skills, knowledge, abilities and attitudes?

How should the employees behave to be competitive both domestically and internationally?

For an effective training programme, organizational support is important and the commitment of top management towards conducting training programmes can be seized from organizational analysis.

Task Analysis: The next step in TNA is task analysis. Task analysis refers to the careful analysis of the duties and responsibilities to be performed by the employee. This analysis helps the organization to identify the right set of skills, knowledge and attitude required by the employees to perform their jobs. Any gap in the same would lead to training of such skills.

Person Analysis: In this step the individual skills, education, experience of employee is analysed to see that they are appropriate to execute the given task. Here the emphasis is not on determining which tasks or KSAs are necessary but on assessing how well the employee actually performs the KSAs required by the job.



Check Your Progress-A

Q1. Define systematic approach to training.

Q2. Define reactive and pro-active training?

Q3. MCQs

1 Which of this is a step in training process?

- a. KSA deficiency
- b. Provide proper feedback
- c. Obstacles in the system
- d. Use of evaluation models

2. _____ seeks to examine the goals of the organisation and the trends that are likely to affect these goals.

- a. Organisational Support
- b. Organisational analysis
- c. Person analysis
- d. Key skill abilities analysis

3. Which of these is a hindrance to effective training?

- a. Career planning workshop
- b. Aggregate spending on training is inadequate
- c. Mentoring
- d. Career counselling

4.5 DESIGN PHASE

The next step in systematic approach to training is to design the training programme in line with the set objectives. Every training programme encompasses certain issues such as: Who are the trainees? Who are the trainers? What methods are to be used for the training? What will be the level of training? The readiness level of trainees is an important concern while designing training programme. If the trainees are not ready and motivated to learn then such training won't be effective. Hence the expectations and existing skills of the trainees should be recorded before commencing the training. Similarly, training objectives must match the expectations of the learners else they will not show interest. Secondly, the trainers who will conduct the training should be the expert in their areas. The trainer should be a good communicator so that the learners interest is hooked up during the training. Not only this the trainer should have good command over the subject on which he will deliver the session. According to systematic approach of training the designing of training programme is very important. Every significant individual should be the part of design process. The experts and consultants should be consulted before finalizing the design of training programme. Various factors are considered while designing the training ie type of audience, level of participants, training aids available, budget etc.

When the trainers design the training programme they often talk about instructional design models. These models are used by the experts to design an effective training programme. The trainers feel that the most effective learning environments are those that are problem based and which allows the participants to learn by doing and reaching the solution.

Theories of Instructional Design Model: Gagne's Nine Events of Instructions is one of the most widely used instructional method for designing the training programme. Robert Gagne, a behavioural scientist has contributed to the systematic approach of instructional design and training. The focus in this method is on the outcomes of the behaviours learned during the training programme. Gagné's book, *The Conditions of Learning*, identified the mental conditions for learning. Gagné created a nine-step process called the events of instruction, which correlate to and address the conditions of learning.



Gagne's Nine Event Instructional Model of Learning

- I. **Gaining Attention:** This is the first level of Gagne's instructional model of learning. In this step he talks about catching hold of the attention of the participants or trainees. It is important that the learners are ready and excited to listen to you and ready to learn new techniques which they may apply at their workplaces. The trainer may catch the attention by showing some inspirational videos or motivating short stories. The learners may be posed with thought proving questions. The learners may be given a situation which infuses curiosity in them.

- II. **Informing Learners of the Objective:** After the attention of the learners is gained they must be informed about the objectives and purpose of the training program. The learners should be told about what is expected from them after the training program. The objectives can be stated by adopting the techniques such as describing what the learners would be able to do after the completion of the program. Describing them the criteria for performance and telling them how it will benefit them in future.
- III. **Stimulating Recall of Prior Learning:** In this step the learners are told about the new concept and knowledge in such a way that they can relate it with the already existing knowledge. This step is called as retrieval step. In this the trainers can give some cue which the learners can relate with their previous experience. The purpose of this step is that the learners are able to make connection with what they are learning and what they have learnt before. People learn quickly when they can relate their previous knowledge with the current knowledge. There are various ways by which the learners can be stimulated to recall their prior learning such as asking them if they have any idea or previous experience about what they are learning. They can be asked about their previous experience if any similar to present learning sessions.
- IV. **Presenting the Stimulus:** In this step the learners are presented the new information. Various strategies may be used to present the new learning or concepts. There are various ways to present the information such as arranging the information in logical and easy to understand manner. Various examples may be used and various texts, graphics, videos and other delivery methods are useful ways in presenting the information.
- V. **Providing Learning Guidance:** When the new concepts are shared with the learners it is the responsibility of the trainer to coach the learners so that they are able to learn the new skills and knowledge. There are various techniques like using the graphics, role plays and case studies to enable the learners to understand well.
- VI. **Eliciting Performance:** In this step the learners are given some activity sheets or sessions so that they they can reflect upon what has been learnt during the session. This gives the opportunity to the learners to exhibit their acquired skills. The trainers are also able to measure whether any learning is taking place or not. To

elicit the responses from the learners they can be asked to do something with the acquired knowledge, ask them to solve a case study or the learners can be asked to play a role which exhibits the new learning.

- VII. **Providing Feedback:** In this level when the learners exhibit their performance they should be given immediate feedback to assure them that they have learned as per the expectations in the second step of this model. The learners are reinforced positively by giving the feedback by the trainers. This motivates them to learn further and they become sure that they are on the right path.
- VIII. **Assessing Performance:** When the learning is over it is essential to check that learning has taken place. This can be done by administering tests or questionnaires to record the response. Generally written tests are taken after the session is over to measure the performance. Short essays can also be used depending upon the type of test the trainers wish to administer.
- IX. **Enhancing Retention and Transfer:** Repeated practice with effective feedback is one of the best ways to enhance retention among the learners and what have been learnt. Transfer of this learning is the very essential component of any learning program because this is the end use of any concept learned.

4.6 DEVELOPMENT PHASE

In the development phase training material is prepared, training aids and duration of training is decided. The training methods are decided by which training will be imparted. When the design phase is completed the training material is developed. The course material and content to be given to the trainees is prepared. The training material should be prepared keeping in mind the level of trainees. The content should be exhaustive so that the learners can use the same even when actual training is over. The content should be clear and written in a lucid language which can be easily comprehended by the trainees. In some training programme, the material is distributed before the commencement of the programme and trainees are expected to come prepared with some homework. The training aids consist of equipment and tools required to conduct the training. This includes LCD projectors, proper sitting space, audio visual aids, blackboards, flipcharts, marker etc. The training duration is also decided on the basis of the importance given to the particular topic or subject area of concern. It completely depends upon the organisers to decide what should be the duration of each session and training would last for how many days? The objective is to clarify the problem areas fully for which the training is conducted. Sometimes the aim is to give practical and hands on training to the learner so that they can use it when they go back to their workplace. The training

methods which are to be used for training are also decided in advance. The training methods are divided into two parts- On-the-Job Methods and Off-the-Job Methods.

4.7 IMPLEMENTATION PHASE

Once the designing of the training programme is completed, the next step is to put it into the action. The foremost decision that needs to be made is where the training will be conducted either in-house or outside the organization. Once it is decided, the time for the training is set along with the trainer who will be conducting the training session. Also, the trainees are monitored continuously throughout the training programme to see if it's effective and is able to retain the employee's interest. Hence everything once settled and prepared by the organizer, it is the time to execute the planned training programme.

4.8 EVALUATION PHASE

After the training is completed trainers evaluate the effectiveness of the training. They determine if the training course was useful to the organisation's performance. Trainers identify what else is needed to improve performance and determine if the course could have been done better. Identifying improvements for the course and improvements for the entire training process is an important part of the evaluation phase of SAT. The best evaluation of training effectiveness is done on the job. The feedback is taken from the participants if they are properly prepared to do their job. Operating line managers must be involved in the evaluation of training for it to be most effective. After the training is done, the employees are asked to give their feedback on the training session and whether they felt useful or not. Through feedback, an organization can determine the weak spots if any, and can rectify it in the next session. The evaluation of the training programme is a must because companies invest huge amounts in these sessions and must know it's effectiveness in terms of money.

In the evaluation phase, follow up plays a very significant role. Follow-up refers to the established mechanism that allows the trainees to contact the trainers and the training organizations in-case they find any difficulty in transferring what they have learned during the training program. Usually follow-up may be for a period of six months or one year. In some training programs the follow up period is for the life time even and the members remain connected with each other and in this way help each other in resolving the issues in the organizations. In follow up the data of people trained is preserved, attempts made to resolve the issues are also recorded.

Unfortunately the trainings imparted are only for the purpose of record keeping and are usually forgotten. Thus, the companies investing on the training programs are unable to gauge the improvement in the performance and even they fail to find out whether the training program has helped the organization to grow. Thus, it becomes difficult to measure the return on investment made in terms of time and money both.

Models of Training Evaluation:

There are various methods of training evaluation. Few popular methods are mentioned below:

I Kirkpatrick's Model of Training Evaluation:

Donald Kirkpatrick evolved the four level model of training evaluation in 1959. He later consolidated these findings in a book "Evaluating Training Programs" in 1994. Though this model is 20 years old now but is still widely used in the industries for evaluating the effectiveness of training programme. The model consists of four levels or steps:

Reaction: This refers to what extent the participants react favorably towards the training programme. As outlined by Kirkpatrick, each program needs to be assessed at this level to help improve the model for future use. On top of that, the participants' responses is essential for determining how invested they will be in learning the next level. Even though an optimistic reaction does not ensure learning, an unfavorable one definitely makes it less likely that the user will pay attention to the training.

Examples of resources and techniques for level one:

- Online assessment that can be graded by delegates/evaluators.
- Interviews
- Can be done immediately after the training ends.
- Are the participants happy with the instructor(s)?
- Did the training meet the participant's needs?

Learning: This refers to the extent to which the participants acquired the desired skills, knowledge and attitude. Techniques vary from informal to formal tests and self-assessment to team assessment. If at all possible, individuals take the test or evaluation prior to the training (*pre-test*) and following training (*post-test*) to figure out how much the participant comprehended.

Examples of tools and procedures for level two:

- Measurement and evaluation is simple and straightforward for any group size.
- You may use a control group to compare.
- Exams, interviews or assessments prior to and immediately after the training.
- Observations by peers and instructors
- Strategies for assessment should be relevant to the goals of the training program.
- A distinct clear scoring process needs to be determined in order to reduce the possibility of inconsistent evaluation reports.

Behaviour: This level refers to the transfer of training in the workplace. Means that to what extent the learners are able to apply their knowledge in the workplace. testing at this level is

challenging since it is generally impossible to anticipate when a person will start to properly utilize what they've learned from the program, making it more difficult to determine when, how often, and exactly how to evaluate a participant post-assessment.

This level starts 3–6 months after training.

Examples of assessment resources and techniques for level three:

- This can be carried out through observations and interviews.
- Evaluations have to be subtle until change is noticeable, after which a more thorough examination tool can be used.
- Were the learned knowledge and gained skills used?
- Surveys and close observation after some time are necessary to evaluate significant change, importance of change, and how long this change will last.
- Online evaluations tend to be more challenging to integrate. Examinations are usually more successful when incorporated within present management and training methods at the participant's workplace.
- Quick examinations done immediately following the program are not going to be reliable since individuals change in various ways at different times.
- 360-degree feedback is a tool that many businesses use, but is not necessary before starting the training program. It is much better utilized after training since participants will be able to figure out on their own what they need to do different. After changes have been observed over time then the individual's performance can be reviewed by others for proper assessment.

Results: To what extent the results and objectives set for the training are achieved. Commonly regarded as the primary goal of the program, level four determines the overall success of the training model by measuring factors such as lowered spending, higher returns on investments, improved quality of products, less accidents in the workplace, more efficient production times, and a higher quantity of sales.

From a business standpoint, the factors above are the main reason for the model, even so level four results are not usually considered. Figuring out whether or not the results of the training program can be linked to better finances is hard to accurately determine.

Types of assessment strategies and tools used for level four:

- It should be discussed with the participant exactly what is going to be measured throughout and after the training program so that they know what to expect and to fully grasp what is being assessed.
- Use a control group
- Allow enough time to measure / evaluate
- No final results can be found unless a positive change takes place.
- Improper observations and the inability to make a connection with training input type will make it harder to see how the training program has made a difference in the workplace.
- The process is to determine which methods and how these procedures are relevant to the participant's feedback.

- For senior individuals in particular, yearly evaluations and regular arrangements of key business targets are essential in order to accurately evaluate business results that are because of the training program.

II The CIRO Model: this model was developed by Warr, Bird and Rackham in 1970. CIRO stands for context, input, reaction and output.

Context: This step refers to identifying the performance deficiencies and collecting information about the same. During this first stage, a training-needs analysis is conducted, based upon the conditions in the organization. The context evaluation helps to flag up any factors that may have an impact on the effect of the training.

The context evaluation also helps identify and evaluate the training needs. In the CIRO Model, needs are based on collecting performance-deficiency information, ie. what the organization is lacking.

- A. On the basis of this information training objectives are set. These objectives can be at three levels:
 - i. The Ultimate Objective: This refers to the particular organizational deficiency that the training program aims to eliminate.
 - ii. The intermediate objectives: The change in the work behavior required if the ultimate objective is to be achieved.
 - iii. The immediate Objectives: The skills, knowledge and attitude required by the employees to achieve the intermediate objectives.

Input: In this level the organizational resources available are analyzed and it is determined that how these resources can be used to achieve the desired objectives. During the second stage of the CIRO Model, practitioners must gather information about possible training techniques and methods. This is known as the 'input evaluation' and helps identify the best choice of training intervention.

This stage also addresses design, planning, management and delivery of the training course. It analyzes the organization's resources and determines how these resources can best be used to achieve the desired objectives.

Reaction: The reaction of the participants are recorded so that the improvements can be made in the program.

The third stage of the CIRO Model involves gathering the views of the participants and collecting suggestions about the training they received. The trainees are asked to give their reactions to the following aspects:

- Program content
- Approach
- Value-added

Information gathered at this stage is used to find ways to improve the training program. As this evaluation is subjective, it must be collected in an objective way.

Outcome: In this step the result of training is recorded. The outcomes are measured at the level of learners, the workplace the department level and at the business level. The outcome measurement depends on the purpose for which the training was conducted. It is noted that whether the training program was able to achieve the desired results. This stage of the CIRO Model involves presenting information about the results of the training. The results are presented at three different levels;

- Immediate
- Intermediate
- Ultimate level

The immediate results include how the trainees got on and whether they managed to complete the training successfully. The intermediate outcomes are those that may take some time to implement, such as changes to the course design, or acquiring new training resource. Outcomes at the ultimate level are the main goals for the organization, ones that have a far-reaching impact on the organization.

As outcomes are evaluated in terms of what happened as a direct result of training, they can be measured on the following four levels:

- The learner level
- The workplace level
- The team or department level
- The business level

The chosen level will depend on the purpose of the evaluation and the available resources.

III. Phillips' Evaluation Model: Dr. Jack Phillips added the fifth step to the already existing model of evaluation given by Kirkpatrick. The fifth step added to the model is return on Investment (ROI) of a training initiative. There are seven steps to calculate the ROI. These are:

- i. Collecting pre-programme data on the level of skills.
- ii. Collecting post-training data on the level of skills.
- iii. Differentiate the effects of positive and negative performance influencers.
- iv. Converting data into monetary value.
- v. Calculate the costs of delivering the training program.
- vi. Calculate ROI.

- vii. Identify the intangible benefits.

However, Phillip recognized that some training outcomes cannot be easily converted into monetary value.

IV. Kaufman's Model: This model of learning evaluation was given by Roger Kauffman and John.M. Keller in 1994. This model is also inspired by the Kirkpatrick model and involves the following steps:

- i. Input: The training resources available for training and see that how can they be best used in the training. The input step also includes process which states that was the training well delivered? It means that Kauffman added this step to input and this way it differentiates from the earlier models.
- ii. Acquisition: To what extent were the participants able to acquire the desired skills, knowledge and attitude. Acquisition step basically tells the evaluator whether the training program could bring in some change in the level of the participants in comparison to when they began the training programme.
- iii. Application: To what degree the knowledge and skills is applied on the workplace.
- iv. Results: In what ways organization benefit from the training program.
- v. Societal Consequences: How did the training impact on the organizations customers and society.

There are various models of evaluation available and each one has its own benefits and demerits. These models can be used according to the requirement of the organization. As per the different circumstances these training evaluation models works well if they meets the criteria and purpose of specific evaluation.

Tata Interactive Systems (TIS) Featured Among Top 20 Content Development Companies For 2018

Tata Interactive Systems (TIS) has been ranked among the Top 20 Content Development Companies for the seventh consecutive year by TrainingIndustry.com. The Top 20 list is a recognition of the leading training content development companies for their high quality services and wide-ranging capabilities.

TIS has established a solid reputation as a developer of not only custom e-learning content, but also innovative learning solutions featuring simulations, serious games, gamification, 3D animation, augmented/virtual reality, and learning nuggets. With its commitment to quality and strong processes, TIS is able to offer its clients great value through its solution offerings.

The Tata Power Skill Development Institute (TPSDI)

The Tata Power Skill Development Institute (TPSDI) is an endeavour from the Tata Power Company to empower youth and others with employable skills, especially in the Power and allied sectors, and to address the skill gap challenge faced by the Indian Power Sector.

The Institute provides modular training and certification across a wide range of employable skills.

TPSDI was launched on Feb 9, 2015 as part of Tata Power's Centenary Year celebrations by the Tata Group Chairman.

The Institute has set up five training hubs in four locations in the country leveraging the facilities of Tata Power and its JV/Subsidiaries:

- Shahad - Mumbai, Maharashtra
- Trombay - Mumbai, Maharashtra
- Maithon - Dhanbad, Jharkhand
- Mundra - Kutch, Gujarat
- Jojobera - Jamshedpur, Jharkhand
- Delhi - in collaboration with CENPIED, TPDDL, which is a leading Institute in the electricity distribution area.

The Institute's unique training approach is designed for delivering skills with **speed, scale, and standards**.

The employability centric courses range from 2 to 12 weeks in duration and follow the TPSDI Competency Framework, which is congruous with the National Skill Quality Framework (NSQF). The TPSDI Competency Framework allows participants to swiftly pick up readily deployable skills and continue upgrading their skills after convenient intervals over a period of time.



Check Your Progress- B

Q1. Discuss the analysis phase of systematic approach.

Q2. Why evaluation of training programme is important?

Q3. What is meant by task analysis?

Q4. Multiple Choice Questions-

1. Training need analysis takes place during which phase of the training process?

- a. deciding what to teach
- b. deciding how to maximize participant learning
- c. choosing appropriate instructional methods
- d. determining whether training programmes are effective

2. Which of these is the benefit of needs assessment?

- a. Assessment makes training department more accountable
- b. Higher training costs
- c. Loss of business
- d. Increased overtime working

3. Two basic issues to address in training evaluation are

- a. design of evaluation
- b. the things to measure
- c. in-house development
- d. Both A and B

4 Analyzing and identifying specific skills, needed for specific job is called

- a. need analysis competency model
- b. competency model
- c. task analysis
- d. Both A and C.

4. Evaluation of trainee's reactions to a training program is classified as

- a. measuring reaction
- b. measuring learning

- c. measuring behavior
- d. measuring results

4.9 SUMMARY

Employee development is the most critical function of an organization. Though the basic premise of training remains same, but the approach keeps on changing as per the needs. The systematic approach to training enables step by step planning for the effective training programme.



4.10 GLOSSARY

Systematic approach to training (SAT): It consists of five steps- Analyse, design, develop, implement and evaluate. It is also called ADDIE model.

Training need assessment(TNA) ; It consists of three steps- Organization analysis, task analysis and person analysis.



4.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. B 2. B 3. B

Check Your Progress –B

1. A 2. A 3. D 4. D 4. A



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4.13 SUGGESTED READINGS

Human Resource Management: Text and Cases by K. Aswathappa
Handbook of Human Resource Management Practice by Michael Armstrong
Human Resource Management by VSP Rao



4.14 TERMINAL QUESTIONS

1. Explain the systematic approach to training in detail.
2. Explain TNA.
3. Describe the design phase of SAT in detail.
4. Write short notes on :
 - a. Evaluation of training
 - b. Training aids
 - c. Training methods

UNIT-5 TRAINING NEEDS ANALYSIS AND ACTION RESEARCH

5.1 Introduction

5.2 Objectives

5.3 Definition and Importance of Training Needs Analysis

5.4 Types of Training Needs

5.5 Methods of Training Needs Analysis

5.6 Data Collection and Analysis

5.7 Action Research in Training Needs Analysis

5.8 Steps in Action Research

5.9 Benefits of Action Research in Training Needs Analysis

5.10 Challenges and Limitations

5.11 Summary

5.12 Glossary

5.13 Answer To Check Your Progress

5.14 Reference/ Bibliography

5.15 Suggested Readings

5.16 Terminal & Model Questions

5.1 INTRODUCTION

In today's fast-paced business environment, companies must adapt to technology, market conditions, and customer expectations. Organizations must invest in their most precious asset—their employees—to be competitive and meet strategic goals. Employee training and development are essential to corporate success and performance.

Employee learning needs are identified and addressed through Training Needs Analysis. It's the basis for creating and delivering effective training programs that meet organizational goals. Action Research, based on collaboration and problem-solving, provides a methodical approach to organizational difficulties and continuous improvement. Training Needs Analysis and Action Research can help companies create focused interventions to close performance gaps and make lasting change.

Learning Training Needs Analysis

Training Needs Analysis (TNA) is a method for finding organizational performance gaps. Organizations can identify the knowledge, skills, and competencies needed to meet strategic goals and improve employee performance by analyzing training needs. TNA helps organizations address crucial questions like:

What are the essential skills for job performance?

Are there skill gaps that training and development must fill?

How can training programs be customized for different employee groups?

Training Needs Analysis Methods

Training Needs Analysis uses many strategies to acquire data and identify organizational learning gaps. Common methods:

Surveys and questionnaires: Assessing employee training needs, preferences, and areas for improvement.

Interviews and Focus Groups: Interviewing stakeholders, managers, and subject matter experts to understand skill requirements and performance expectations.

Monitoring personnel and assessing job roles and responsibilities to discover training needs and performance gaps.

Reviewing performance appraisal data to find trends, patterns, and areas for employee or team improvement.

Action Research in Training Needs Analysis

Collaboration and iteration are used in action research to discover organizational difficulties, execute changes, and evaluate results to improve. Action Research encourages stakeholder interaction throughout the process, unlike standard research methodologies. Action Research can help organizations analyze training needs:

Invite employees and stakeholders to identify and address training needs.

Real-time feedback and data should inform targeted interventions and training.

Assess training programs and use data to improve them.

Benefits of Action Research in Training Needs Analysis

Action Research helps organizations improve training and development:

Action Research allows businesses to address training needs and performance gaps in real time, making interventions more timely and effective.

Action Research encourages employee and stakeholder participation in training projects, fostering ownership and commitment.

Continuous Improvement: Action Research encourages firms to learn from their mistakes and improve training programs via feedback.

Issues and Limitations

Training Needs Analysis and Action Research have advantages and drawbacks that companies must overcome:

Limited Time and Resources: Training Action Research analysis and implementation need time, resources, and organisational commitment.

Resistance to Change: Employees and stakeholders may reject training program or process changes, requiring careful change management and communication.

Data correctness and reliability: In complex organizational environments, Training Needs Analysis and Action Research data accuracy and dependability can be difficult to ensure.

Thus, Training Needs Analysis and Action Research help organizations solve problems, boost performance, and develop continuously. To achieve strategic goals, organizations can identify training requirements, implement focused interventions, and assess outcomes using these methods. We will explain each idea and provide examples for applying Training Needs Analysis and Action Research in organisations in the following chapters..

5.2 OBJECTIVES

After reading this unit you will be able to understand:

- Types of Training Needs
- Methods of Training Needs Analysis
- Data Collection and Analysis
- Action Research in Training Needs Analysis
- Steps in Action Research
- Benefits of Action Research in Training Needs Analysis
- Challenges and Limitations

5.3 DEFINITION AND IMPORTANCE OF TRAINING NEEDS ANALYSIS

Definition:

Training Needs Analysis (TNA) is a systematic process used by organizations to identify gaps between the current skills, knowledge, and abilities of employees and the desired competencies required to achieve organizational goals and objectives. It involves a comprehensive assessment of the training needs of employees at various levels within the organization, with the aim of designing and implementing targeted training initiatives to address these needs effectively.

At its core, TNA serves as a diagnostic tool that helps organizations understand where their employees stand in terms of their capabilities and competencies relative to the demands of their roles and responsibilities. By identifying specific areas where employees may be lacking in skills or knowledge, TNA enables organizations to tailor their training programs to meet the unique needs of their workforce, thereby enhancing performance, productivity, and overall organizational effectiveness.

Importance:

Training Needs Analysis is crucial to corporate development and employee performance. Here are numerous reasons why TNA is essential for organizational success:

- TNA makes sure training initiatives align with the organization's strategic goals and objectives. TNA helps organizations prioritize training and manage resources by defining the skills and competencies needed to achieve strategic goals.
- TNA helps firms identify areas where employees lack skills or knowledge, directly impacting performance. By targeting these gaps with training, firms may boost employee performance, productivity, and work satisfaction.
- TNA enables organizations to optimize training resources including time, budget, and labor. Organisations may maximise training effect and minimise waste by focusing on key areas.
- TNA investments promote employee engagement and retention by showcasing a dedication to their professional growth and advancement. This increases employee engagement, satisfaction, and loyalty, reducing turnover and increasing retention.
- In today's competitive business world, firms that prioritize personnel development and skills augmentation have a major advantage over competitors. TNA helps organisations anticipate and meet training demands, helping them adjust to changing market situations.

Thus, by identifying employee training needs and linking training programs with strategic goals, Training Needs Analysis shapes organizational progress. Organizations can use TNA to increase performance, employee engagement, and competitiveness in today's fast-paced business climate by understanding its definition and importance.

Purpose of Training Needs Analysis:

Training Needs Analysis (TNA) helps firms identify gaps between employee competencies and the goals and objectives they need to attain. TNA has many goals that help organizations' training programs succeed. Let's examine each purpose:

The main goal of TNA is to determine the training needs and requirements of employees across different levels and functions within the organization. This involves assessing employees' abilities, knowledge, and competences and identifying opportunities for improvement. By analyzing training needs, firms can identify gaps between employees' existing skills and those needed to do their jobs.

Training Alignment with Organizational Goals: TNA aims to align training programs with organizational strategic goals and objectives. TNA helps organizations prioritize training and manage resources by defining the skills and competencies needed to achieve strategic goals. This strategic alignment ensures that training programs meet employee demands and help the company succeed.

TNA allows firms to customize training programs to match the specific demands of their workforce. By identifying employee skill or knowledge gaps, organizations can build tailored training interventions to fill them. TNA helps firms identify training needs in technical, soft, and industry-specific skills and create programs that fulfill employee needs.

One of the main objectives of TNA is to enhance performance and productivity inside the organization. Companies may boost staff performance, productivity, and work satisfaction by addressing TNA training needs. Training programs that fill skill gaps can help employees perform better, improving individual and team performance.

To optimize resource allocation, businesses can do TNA to better distribute training resources including time, budget, and labor. Organisations may maximise training effect and minimise waste by focusing on key areas. This resource optimization guarantees that training programs maximize ROI and help the company succeed.

Fostering a Learning and Development Culture: TNA is essential in promoting a learning and development culture within the organization. Organizations show their employees they prioritize continual learning and growth by investing in TNA. This increases employee engagement, satisfaction, and loyalty, reducing turnover and increasing retention..

Objectives of Training Needs Analysis:

Organizations have unique goals for Training Needs Analysis in addition to its overall purpose. These objectives guide TNA and ensure results meet organizational goals and priorities. Each goal will be examined in detail:

Determine Training Needs:

TNA's main goal is to detect employees' training needs across levels and roles. This involves assessing employees' abilities, knowledge, and competences and identifying opportunities for improvement. Identification of training needs allows organizations to tailor their programs to the most pressing gaps and goals.

Top Training Initiatives:

TNA prioritizes training efforts based on strategic priority and organizational performance after identifying training gaps. This includes assessing training urgency, resources, and corporate goals. Training initiatives help organizations focus their limited resources where they will have the most impact.

Create Targeted Training:

TNA provides the foundation for building employee-specific training programs. TNA findings can help firms create training interventions that increase skills, knowledge, and competencies for job performance. These programs may include classroom, e-learning, on-the-job, or workshop delivery.

Effectiveness of Training:

TNA evaluates training efforts' success in reaching their goals. This involves evaluating employee performance, conduct, and productivity after training programs and collecting participant feedback. Evaluation of training efficacy helps companies make data-driven decisions to improve program impact.

Improve Continuously:

TNA drives organizational improvement. Organizations may improve training by routinely assessing needs and reviewing results. Continuous development ensures that training programs meet the changing demands of the firm and its personnel.

5.4 TYPES OF TRAINING NEEDS

Training needs are the difference between employees' existing skills, knowledge, and abilities and those needed to accomplish corporate goals. These needs vary by job type, industry norms, technology, and organisational change. Organizations must understand training needs to create and implement effective programs that fill skill gaps and boost performance. Organizational, job/task-specific, and individual training needs will be examined in this complete overview.

1. Training Needs: Organization

Organizational training needs are the skills, knowledge, and competences needed to fulfill goals, objectives, and strategic priorities. Industry rules, technology advances, market developments, and organizational reorganization generate these needs. Organizational training ensures that personnel have the skills and competencies to fulfill the purpose and vision. Let's explore organizational training needs:

a. Compliance Training Needs: Organizations must comply with legal and regulatory obligations to operate ethically and legally. Training on workplace safety, anti-discrimination, data privacy, and industry requirements may be provided. Compliance training helps employees understand their duties and avoid legal and regulatory infractions.

To keep up with the rapid evolution of technology, firms must train people in the latest tools, software, and systems relevant to their employment. New software, digital tools, hardware devices, and emerging technologies like AI, machine learning, and cloud computing may require technology training. Updating personnel on technology boosts efficiency, productivity, and innovation.

Change management training is necessary for employees to adjust to new methods of working during organizational changes such as mergers, acquisitions, reorganizations, or deployment of new processes, systems, or technologies. Change management training helps individuals comprehend organizational changes, navigate transitions, and constructively embrace change. By providing change management training, firms may reduce resistance, boost employee engagement, and ease transitions.

d. Leadership and Management Training Needs: Develop skills, competences, and attitudes for effective leadership and management across all organizational levels. This may involve communication, decision-making, conflict resolution, team building, strategic planning, and performance management training. Leadership and management training helps employees lead teams, innovate, and meet goals.

2. Job/task-specific training:

Job/task-specific training covers the skills, knowledge, and competences needed for specific organizational roles or tasks. These demands are specific to job duties and needed for people to function well. Here are some significant job/task-specific training needs:

Technical skills training develops specialized skills and knowledge for specific job responsibilities. Training may cover programming languages, technical software applications, machinery operation, equipment maintenance, or industry-specific processes. Technical skills training ensures personnel can perform their duties safely and accurately.

b. Process and Procedure Training for Jobs:

Job-specific process and procedure training introduces employees to their job's protocols, SOPs, and processes. Training on specific tools or equipment, processes, safety regulations, and quality standards may be included. Process and procedure training ensures job task uniformity, efficiency, and compliance.

c. Product and Service Training Needs: Establish a thorough understanding of the organization's products, services, and offerings for employees. This may include product information and specs, customer service, sales, and troubleshooting training. Product and service training helps staff market, sell, and support the company's products, improving customer satisfaction and loyalty.

d. Cross-Functional Training: This training helps employees build skills and knowledge across departments or functions within the organization. Project, communication, teamwork, problem-solving, and customer relationship management training are examples. Cross-functional training improves versatility, teamwork, and collaboration across the organization, easing coordination and integration.

3. Customized Training:

Based on their positions, responsibilities, career goals, and performance evaluations, employees have unique skill gaps or development possibilities. Employee training should be targeted to their learning objectives and professional development goals to promote personal growth, career advancement, and job satisfaction. Let's examine significant individual training needs:

Skill enhancement training aims to improve certain skills and competences needed for an employee's current or future professional goals. This may involve communication, leadership, time management, problem-solving, and emotional intelligence training. Skill improvement training helps people learn new skills, take on new responsibilities, and develop their careers.

The purpose of career development training is to equip employees with the skills, information, and resources necessary for professional advancement within the firm. Training may cover goal setting, career planning, networking, personal branding, and professional certifications. Career development training encourages employees to own their careers, pursue growth and promotion, and achieve their long-term goals.

Improvement of performance Training needs in performance improvement include addressing skill gaps discovered through evaluations, feedback, or self-assessment. This may involve time management, work prioritizing, delegating, and stress management training. Performance development training helps employees overcome challenges, improve performance, and meet goals faster.

Remedial training addresses skill gaps or performance difficulties for specific personnel. This may include basic skills and information training for job performance. Remedial training helps struggling employees succeed by closing skill gaps, improving performance, and supporting them.

Factors Influencing Training Needs

From internal organizational dynamics to external market demands, several factors affect organizational training needs. Organizations must understand these elements to create effective training programs that fill skill gaps and boost performance. We will examine organizational, environmental, and human factors affecting training demands in this comprehensive investigation.

1. Organizational Elements

Organizational dynamics, structures, and procedures affect training demands. The organization's goals, strategy, culture, and resources affect these aspects, which determine training priorities and needs. Here are some organizational characteristics that affect training needs:

a. **Organizational Goals and Strategies:** These directly affect staff training needs. Organizations may prioritize training programs that support strategic goals like market expansion, technology adoption, or customer service. Training may be needed to build skills, abilities, or knowledge that support organizational goals and tactics.

The culture and values of a company impact its approach to learning and development, as well as the training needs of its personnel. Companies that value innovation, collaboration, and

continual improvement may prioritize creativity, teamwork, and adaptability training. Creating a culture of learning, feedback, and personal improvement in the workplace may require training.

Demographics The makeup of the workforce, including age, gender, education level, and experience, can impact training demands. Diverse workplaces may necessitate training programs that fit different learning styles, preferences, and backgrounds. Bridge generational gaps, promote diversity and inclusion, and ensure equal opportunity for all employees may require training.

The organization's structure and processes can affect training demands by defining roles, responsibilities, and workflow patterns. Training programs that stress collaboration, communication, and cross-functional teamwork may be needed in decentralized or matrix organizations. To streamline procedures, improve coordination, and boost productivity, the company may need training.

Performance management tools, like as appraisals, feedback, and goal-setting, are essential for detecting training needs. Performance data can help organizations discover employee strengths and weaknesses and plan targeted training initiatives. Performance evaluations and supervisor and peer feedback may reveal training needs.

2. Ecological Factors

Environment includes market dynamics, industry trends, technological advances, and regulatory requirements that affect training needs. These elements determine the competitive landscape and organizational context for training programs. Here are some environmental elements that affect training needs:

Industry developments, market forces, and competitive challenges can influence training demands in firms. Technology-driven or disruptive industries may need training programs to assist staff adjust to new tools, procedures, or business models. Staying ahead of competition, anticipating market trends, and seizing opportunities may require training.

b. **Technological Advancements:** Automation, digitalization, and AI significantly impact training needs. Training programs to teach staff digital skills, adapt to new software, and use developing technologies may be needed. Training may be needed to improve workforce digital literacy, cybersecurity, and data analytics.

Changes in regulatory frameworks, industry standards, and compliance requirements might impact training demands in regulated industries. For legal and regulatory compliance, organizations may need to teach on workplace safety, data privacy, environmental rules, or financial compliance. Training may be needed to reduce risks, prevent penalties, and maintain organizational ethics.

Economic factors, market demand, and customer preferences can impact training demands by influencing organizational goals and resource allocation. Companies in fast-changing marketplaces or unpredictable economies may need to adjust their training programs to fit client needs, market situations, or corporate plans. To stay competitive and expand, training may be needed to increase product quality, customer service, or market responsiveness.

Globalization and internationalization developments can affect training demands by presenting possibilities and challenges in varied cultural, geographical, and language contexts. Multinational companies may need to teach personnel in cultural competency, language fluency, and global collaboration. Training for global leadership, cross-cultural communication, and intercultural understanding in the workplace may be needed.

3. Individual Factors

Individual aspects include employee traits, preferences, and needs that affect training needs. These elements include learning styles, career aspirations, personal goals, and job-related problems that affect employee learning and development. Here are some significant individual factors affecting training needs:

a. **Learning Styles and Preferences:** Employees have diverse learning styles and preferences for acquiring new knowledge and abilities. Employees may select self-paced, online learning modules or hands-on, experiential learning. To accommodate different learning styles, organizations may need to offer multiple training formats.

The training needs and preferences of employees are influenced by their career aspirations, development goals, and performance targets. Leadership qualities, industry qualifications, and specific experience can assist career-minded employees succeed. Training may be needed to give employees professional growth, promotion, and development possibilities.

Employees may experience job-related problems or skill shortages that impact their performance and productivity. These issues may result from employment responsibilities, new technologies, or changing job needs. Addressing skill gaps, overcoming performance challenges, and improving job-related competencies may need training.

d. **Motivation and Engagement Levels:** Employees' motivation and engagement levels significantly impact their desire to participate in training and development programs. Resonant, engaging, and linked training programs with employees' interests and career goals improve learning results. Designing training programs that motivate, engage, and excite employees may need training.

Employees' work-life balance, personal responsibilities, and time constraints can affect their availability and involvement in training events. Employees with hectic schedules or competing objectives may need flexible scheduling, duration, and delivery modalities. Training may be

needed to meet employees' personal commitments, family duties, and lifestyle preferences while ensuring learning opportunities.

5.5 METHODS OF TRAINING NEEDS ANALYSIS

1. Surveys and Questionnaires

TNA is a systematic procedure used by organizations to determine staff training and development needs. Common and effective TNA approaches include surveys and questionnaires. This strategy gathers data from many employees, supervisors, and stakeholders to identify training needs. This complete study will cover survey and questionnaire design, administration, analysis, and pros and cons for TNA.

1. Survey and Questionnaire Design

Using surveys and questionnaires for TNA starts with tool design. This has numerous crucial parts:

Objectives: Survey objectives must be clearly defined. Knowing what information is needed is crucial. Need data on skill gaps, training preferences, or performance? Understanding the goals will drive survey design. The objectives should match the organization's strategic goals and role-specific competencies.

Surveys and surveys might include multiple-choice, Likert scale, open-ended, and ranking items. Each category has a purpose and offers unique insights. Multiple-choice questions collect particular data, while open-ended questions allow for additional detail. Likert scale inquiries can reveal respondents' opinions by measuring agreement or pleasure.

Structure of the questionnaire is also crucial. A quick introduction should describe the survey's objective and ensure anonymity. Logically sequence the questions from general to specialized. Grouping relevant questions helps the survey flow and is easier to complete.

Pilot Testing: A small group pilot test is necessary before deploying the survey to identify question ambiguities. This stage improves the survey and ensures it collects enough data. Pilot test results can reveal misinterpretations or areas that need clarification.

The length of the survey is also important. It should be long enough to cover all necessary topics without burdening respondents. Long surveys can exhaust respondents, lowering response rates and data reliability.

2. Survey/questionnaire administration

The administration phase involves survey distribution and high response rates:

Methods of distribution Surveys and questionnaires can be sent via email, internet platforms, or paper. Distribution strategy depends on organization infrastructure and responder choices. In places with limited digital access, paper surveys may be necessary, although online surveys are more convenient and easy to gather.

Promoting Participation: To get a high response rate, employees must understand the survey's value. Assuring anonymity and describing how results will be used will boost involvement.

Employees should realize that their honest input affects company training and development. Small awards or recognition can also enhance response rates.

Send reminders and follow-up messages to boost responses. Setting survey deadlines and following up with non-responders is crucial. Communication after the survey should be respectful and emphasize its value. Multiple reminders spaced out properly can keep staff thinking about the survey.

Distribution Timing: Survey distribution timing can also affect response rates. Distributing the survey during low workload or off-peak hours can boost engagement. Allowing two to three weeks for completion accommodates different schedules.

3. Survey Analysis/Interpretation

After collecting data, analyze and interpret it to determine training needs:

Data Cleaning: Checking for incomplete responses, deleting duplicates, and verifying data is the initial step in analysis. Incomplete or inconsistent data can bias results, so rectify them before analyzing.

Quantitative Analysis: Frequency distribution, mean scores, and cross-tabulation help detect trends and patterns in closed-ended questions. Quantitative analysis helps identify training requirements and priorities by providing a numerical comprehension of the data. This can be done with Excel, SPSS, or survey analysis software.

Qualitative Analysis: Coding replies and finding themes in open-ended questions requires qualitative analysis. Qualitative analysis gives quantitative data context and reveals individual issues and opportunities. Qualitative data analysis software like NVivo can categorize and evaluate open-ended responses.

Reporting Results: The survey results should be summarized in a report that highlights major findings, training needs, and program recommendations. Visual aids like charts and graphs can simplify reports. The report should include an executive overview, specific results, and practical suggestions.

Data triangulation improves findings reliability. This entails comparing survey results to performance indicators, HR records, and qualitative interview or focus group data. Triangulation validates findings and provides a holistic training requirements picture.

Benefits and Drawbacks of Surveys and Questionnaires

Advantages:

Surveys and surveys can reach many employees, providing a broad view of training needs. This inclusiveness guarantees that data represents various responders.

Their consistent data collecting makes it easier to compare responses and spot trends. Standard questions ensure data uniformity and reliable analysis.

Online surveys are cost-effective and easy to perform and analyze. These reduce human data entry and enable automated analysis.

Anonymous surveys provide honest and candid responses from employees who may be hesitant to give feedback.

Flexibility: Surveys can be customized to collect focused data.

One challenge is the danger of response bias, when respondents may give socially preferred replies instead of honest input. If employees feel forced to respond or fear unfavorable consequences, this can happen.

Surveys can capture broad data, but interviews can provide more depth and subtlety. Open-ended questions can help, but they take more analysis.

Low response rates: If employees are disengaged or find the survey cumbersome, getting a high response rate can be difficult. Low response rates reduce data representativeness.

Poorly phrased or confusing questions might lead to misinterpretation and erroneous data. Careful design and pilot testing reduce this danger.

Over-reliance on Self-Report: Surveys use subjective data that may not adequately indicate skills or training needs.

Effective survey and questionnaire best practices

Follow these TNA survey and questionnaire recommended practices to optimize effectiveness:

Clear Communication: Explain the survey's goal and usage of results. Transparency fosters trust and honesty.

Confidentiality: Assure respondents that their answers will be kept private and aggregated. Assurance can encourage honest and accurate responses.

Small prizes or recognition might enhance response rates. Employee incentives show that the company values their time and input.

Mix of Questions: Collect quantitative and qualitative data with a variety of questions. Multiple-choice questions provide statistics, whereas open-ended questions allow additional detail.

Reminders and follow-ups boost response rates. Follow-ups should be polite and emphasize the survey.

Pilot Testing: Test questions with a small group to find any ambiguity. Use feedback to improve the survey before deployment.

Survey results should be compared to performance indicators, HR records, and qualitative data from interviews or focus groups. Triangulation validates findings and provides a holistic training requirements picture.

Visual Reporting: Use charts and graphs to simplify the data in the final report. Visualisations can emphasize findings and trends.

Use survey findings to provide actionable suggestions in the final report. Targeted training programs follow clear, defined guidelines.

Participation: Involve employees in survey design to ensure relevant and meaningful questions. Buy-in and participation can also rise with employee involvement..

2. Interviews and Focus Groups

TNA identifies employee knowledge, skills, and abilities (KSAs) gaps and determines the training needed to fill them. Qualitative TNA methods like interviews and focus groups are insightful and effective. These methods offer deep insight and contextual data that quantitative methods may miss. This detailed study will examine the concept, implementation, analysis, and pros and cons of employing interviews and focus groups for TNA.

1. Interviews

Interviews' flexibility and depth make them popular in TNA. Face-to-face or virtual interviews between the interviewer and respondent reveal particular training needs. The various aspects of TNA interviews are covered here.

Designing TNA Interviews

TNA interview design begins with setting clear objectives. Identifying skill gaps, training preferences, and performance impediments requires precise information. The objectives should match the company's strategic goals and role competences.

Interview questions can be open-ended, probing, or organized. Probe questions delve deeper into certain topics, whereas open-ended questions promote thorough responses and ideas. Questions are structured for uniformity between interviews. To acquire complete data, an effective interview balances these question kinds.

Interview Guide: An interview guide ensures the interviewer covers all issues and allows for natural discussion flow. The guide should include an introduction clarifying the interview's aim, important questions, and encouragement for digging deeper into certain concerns.

Pilot Testing: Pilot interviews reveal question ambiguity. It lets you improve the interview guide and guarantee it captures the right information. Pilot test results can reveal misinterpretations or areas that need clarification.

Holding interviews

Rapport: Building rapport with the interviewee encourages honest responses. Create a pleasant setting, exhibit real interest, and maintain confidentiality. Building rapport makes interviewees more comfortable and eager to disclose details.

Active listening: Effective interviews entail paying attention to the interviewee's comments, asking follow-up questions, and explaining any ambiguities. The interviewer gets complete facts and understands the interviewee by actively listening.

Delving deeper into certain interests requires probing questions. They reveal hidden issues, motivations, and barriers. Asking for examples, clarification, or elaboration are probing questions.

Data recording: Record interviews with audio, video, or extensive notes. Interview recordings preserve information and provide an accurate account. Detailed notes capture nonverbal clues and context.

To encourage honest responses, confidentiality is essential. Interviewees should be told their replies will be anonymized and utilized to improve training programs, not punished.

Examining Interview Data

Interview data analysis begins with transcription, which converts audio or video recordings into text. Transcriptions provide a full and accurate interview account, making data analysis easier.

Coding: Coding organizes data into themes and patterns. This can be done manually or with qualitative analysis software like NVivo or Atlas.ti. Coding finds common themes, trends, and insights in several interviews.

Thematic Analysis: Thematic analysis finds and interprets data themes. This procedure reveals difficulties, training needs, and improvement opportunities. Competencies, training gaps, and organizational issues can inspire themes.

Reporting Results: The interview analysis should be summarized into a report that highlights key findings, training needs, and program recommendations. Visual aids like charts and graphs can simplify reports. Reports should include an executive summary, detailed results, and actionable suggestions.

Benefits and Drawbacks of TNA Interviews

Advantages:

Interviews provide specific insights into training needs, helping individuals and organizations understand their difficulties.

Flexibility: Interviews can be tailored to specific topics or unanticipated issues.

Interviews provide contextual awareness and valuable, qualitative data that quantitative approaches may miss.

Instant Feedback: Interviews allow for clarification and follow-up questions, ensuring accurate and complete data capture.

Challenges:

When interviewing many employees, it takes time and resources to conduct and analyze interviews.

Interviewer bias: The interviewer's biases and assumptions might affect data interpretation and replies.

Interviews are qualitative, thus their findings may not apply to the entire business.

Concerns with confidentiality: In trustless workplaces, maintaining confidentiality and encouraging honesty is difficult.

2. Focus Groups

Focus groups are another good qualitative TNA method. A moderator leads dynamic, participatory discussions to identify training needs. This article details TNA focus group use.

Designing TNA Focus Groups

Like interviews, TNA focus group design begins with setting clear objectives. Focus group design is guided by what information is needed, such as skill gaps, training preferences, or performance hurdles.

Focus group success depends on participant selection. Participants should represent various roles, departments, and experience levels within the organization. Diversity ensures diverse perspectives and insights.

Focus Group Guide: A focus group guide helps the moderator cover all themes while allowing for natural conversation flow. An introduction clarifying the focus group's aim, essential questions, and prompts for digging further should be in the guide.

Pilot Testing: A pilot focus group identifies question ambiguity. It lets you improve the focus group guide and guarantee it captures enough data. Pilot test results can reveal misinterpretations or areas that need clarification.

Doing Focus Groups

Build Rapport: Open and honest responses require rapport with participants. Create a pleasant setting, exhibit real interest, and maintain confidentiality. Building rapport makes individuals more comfortable and willing to provide details.

Effective focus groups require good facilitation. The moderator should lead the discussion, promote participation, and manage group dynamics. Facilitation abilities are needed to keep the discussion on track and cover all subjects.

Delving deeper into certain interests requires probing questions. They reveal hidden issues, motivations, and barriers. Asking for examples, clarification, or elaboration are probing questions.

Data recording: Focus groups should be recorded via audio, video, or extensive notes. Recordings preserve information and accurately report the debate. Detailed notes capture nonverbal clues and context.

To encourage honest responses, confidentiality is essential. Participants should be notified that their replies will be anonymized and utilized to improve training programs, not punished.

Analysis of Focus Group Data

Focus group data analysis begins with transcription, which converts audio or video recordings into text. Transcriptions simplify data analysis by providing a complete and accurate discussion account.

Coding: Coding organizes data into themes and patterns. This can be done manually or with qualitative analysis software like NVivo, etc. Coding finds common themes, trends, and insights across focus groups.

Thematic Analysis: Thematic analysis finds and interprets data themes. This procedure reveals difficulties, training needs, and improvement opportunities. Competencies, training gaps, and organizational issues can inspire themes.

Reporting Results: A complete report should include major findings, training needs, and training program recommendations from the focus group research. Visual aids like charts and graphs can simplify reports. Reports should include an executive summary, detailed results, and actionable suggestions.

3. Observation and Job Analysis

Training Needs Analysis (TNA) is critical for detecting staff skill gaps and optimal performance. Observation and work analysis are powerful TNA approaches for objectively assessing employee performance and job needs. This full review will cover observation and job analysis for TNA methods, execution, benefits, drawbacks, and best practices.

1. Observation

To assess employees' work processes, skills, behaviors, and obstacles, observation entails watching them work. This strategy gives TNA real-time employee performance insights and can be invaluable.

Designing a TNA Observation Study

Designing a TNA observation study begins with setting clear objectives. Understanding performance gaps, work procedures, and training needs requires precise information. The objectives should match the company's strategic goals and role competences.

Different methods of observation can be utilized for TNA, including:

Participant observation involves actively participating in the work process. This strategy can reveal more but may affect employee behavior.

Non-Participant Observation: The observer watches without participating. This strategy is objective and less obtrusive.

Structured Observation: A checklist or framework guides and ensures consistency.

Unstructured observation: The observer is more flexible, capturing unforeseen issues and insights.

Developing an observation checklist or framework ensures that the observer covers all important areas while allowing for spontaneous observation flow. A checklist should list tasks, behaviors, skills, and interactions to watch.

Pilot Testing: A pilot observation reveals checklist ambiguities. It lets you improve the observation framework and get the right data.

Observing

Selecting Employees: The study's effectiveness depends on choosing the correct employees to observe. The organization should have employees from various jobs, departments, and experience levels. Diversity ensures diverse perspectives and insights.

Establishing trust with monitored employees is essential for fostering natural and honest behavior. This includes describing the observation's goal, maintaining confidentiality, and being clear about the procedure.

Systematic Observation: Follow the checklist or framework to undertake observations. The observer should record employee behaviors, interactions, challenges, and deviations from protocol.

Minimizing entrance: To avoid influencing employee behavior, observers should minimize their entrance into the work process. Here, non-participant observation is especially useful.

Recording Data: Take thorough notes or record audio/video observations. Recordings preserve information and accurately describe the observation.

Ensuring secrecy promotes honesty. Employees should be notified that observations will be anonymized and utilized to improve training programs, not punished.

Reporting Results: The observation analysis should be summarized into a report with key findings, training needs, and program recommendations. Visual aids like charts and graphs can simplify reports.

4. Performance Appraisals

Performance appraisals are commonly used to assess employee performance and identify areas for improvement. This method works well for Training Needs Analysis (TNA) to identify skills gaps, training needs, and professional development opportunities. This detailed review will cover TNA performance appraisal methods, execution, benefits, drawbacks, and best practices.

Performance Appraisals 101

Performance appraisals evaluate an employee's job performance against set standards and goals. Evaluations often cover job abilities, productivity, behavior, and objective achievement. Organizations can identify individual and group training requirements by carefully reviewing and documenting employee performance.

TNA Performance Appraisal Methodology: Designing the Process

Setting Clear Objectives: TNA performance appraisals begin with clear objectives. These aims may involve detecting skill gaps, evaluating training programs, or aligning employee capabilities with business goals.

Choosing an Appraisal Method: Performance appraisal approaches include:

Performance ratings are given to employees.

360-Degree Feedback: Peers, managers, and subordinates provide feedback.

MBO: Employees are evaluated based on their achievement of stated objectives at the start of the assessment period.

BARS: Performance is assessed against particular behavioral examples associated with distinct performance levels.

Creating Appraisal Forms: Standardized appraisal forms ensure uniformity and completeness in evaluation. Performance criteria, grading scales, and qualitative feedback sections should be on these forms.

Pilot Testing: A pilot appraisal identifies form and process ambiguities. It allows the appraisal framework to be improved and acquire the necessary data.

Evaluating Performance

Appraisers should be trained to evaluate objectively and consistently. Training should involve appraisal, form use, and constructive comments.

Setting Performance requirements: Each job responsibility needs clear performance requirements. Employee performance is measured against these standards.

Data Collection: Direct observation, self-assessment, peer reviews, and job output analysis can be used to collect performance appraisal data.

Appraisal meetings should be supportive and constructive. Employees should openly share performance, difficulties, and training needs.

Documenting Performance: Performance appraisals must be documented. Ratings, qualitative feedback, and training needs are recorded.



Check Your Progress-A

1. What is the primary goal of Training Needs Analysis (TNA)?
 - A) To develop training programs without assessing needs
 - B) To identify the specific training requirements of employees
 - C) To evaluate employee performance without training
 - D) To increase employee compensation
2. Which of the following is NOT a type of training need identified in TNA?
 - A) Organizational Needs
 - B) Individual Needs
 - C) Budgetary Needs
 - D) Skills Needs
3. What is a major factor influencing training needs related to organizational goals?
 - A) Employee career aspirations
 - B) Technological advancements
 - C) Organizational strategic goals
 - D) Industry trends
4. Which method involves collecting data from a large number of respondents to identify training needs?
 - A) Interviews and Focus Groups
 - B) Surveys and Questionnaires
 - C) Observation and Job Analysis
 - D) Performance Appraisals
5. In Action Research, what is the purpose of the 'Reflection' phase?
 - A) To implement solutions based on findings
 - B) To gather initial data
 - C) To analyze the effectiveness of the interventions
 - D) To set objectives for the research
6. Which method of training needs analysis involves direct observation of job performance?
 - A) Surveys and Questionnaires
 - B) Interviews and Focus Groups
 - C) Observation and Job Analysis
 - D) Performance Appraisals
7. What is one benefit of involving participants in the Action Research process?

- A) Reduced need for data collection
 - B) Increased relevance and support for solutions
 - C) Decreased need for iterative cycles
 - D) Faster completion of research
8. What is a common challenge in Training Needs Analysis related to time and resources?
- A) Excessive stakeholder engagement
 - B) Inadequate budget and personnel
 - C) Overemphasis on data accuracy
 - D) Too many available methods
9. Which of the following is a key characteristic of Action Research?
- A) Single-phase process
 - B) Focus on theoretical concepts only
 - C) Iterative cycles of planning, action, observation, and reflection
 - D) Limited participant involvement
10. What type of data collection method provides qualitative insights through direct interactions?
- A) Surveys and Questionnaires
 - B) Interviews and Focus Groups
 - C) Observation and Job Analysis
 - D) Performance Appraisals

5.6 DATA COLLECTION AND ANALYSIS

1. Gathering Data

Data collection in Training Needs Analysis (TNA) is essential to detecting organizational performance gaps. It entails gathering complete and relevant data to identify training needs and improvement opportunities. Successful data gathering ensures that training programs are based on accurate and current data, making them more targeted and successful.

Data collection methods include surveys and questionnaires.

Survey Design:

Structured surveys and questionnaires efficiently collect data from many respondents. An effective survey needs defined goals and well-structured questions. The survey design process includes identifying its objective, choosing question formats (multiple-choice, Likert scale, open-ended), and ensuring questions are unbiased and relevant to training needs.

Surveys can be administered online, using paper forms, or through direct interviews. Online surveys are convenient and reach more people, whereas paper surveys can be used in low-tech contexts. Survey administration should match audience preferences and survey goals.

When collecting data, ensure that the survey reaches all targeted respondents and has high response rates. This may involve reminders or follow-ups to boost participation. Accurate data collection and respondent confidentiality improve findings reliability.

Interviews, Focus Groups

The interview process involves direct, one-on-one contacts between an interviewer and a respondent. Structured, semi-structured, or unstructured inquiries are possible. Preparing questions, providing a comfortable environment, and using active listening are key to productive interviews.

Organizing Focus Groups: Focus groups entail guided talks among participants. They help assess attitudes, beliefs, and training needs. An experienced moderator keeps the discussion on topic and ensures everyone participates.

Gathering Data:

Interview and focus group data collecting requires precise recording and transcribed talks for analysis. Qualitative and quantitative data reveal training needs and preferences.

Monitoring and Job Analysis

Performance observation involves observing employees' tasks to assess their skills, actions, and obstacles. Structured (predefined) or unstructured observations are possible. Systematically recording observations ensures accurate data acquisition.

To assess training needs, conduct job analysis by analyzing job roles, responsibilities, and required skills. Task analysis and competence modeling break down tasks and uncover workplace competencies. Job analysis details what employees need to do their jobs well.

Collecting Data: Thoroughly document observation and job analysis data. This data on performance behaviors, skill levels, and job requirements helps identify training gaps.

Evaluate Performance

Evaluating Performance:

Performance assessments evaluate employees against criteria. Work outputs, behavior, and achievements might be assessed annually, semi-annually, or as needed.

Data collection from performance reviews comprises ratings, feedback, and growth requirements. This data helps identify employee training and assistance needs.

Best Practices for Data Collection

Set Clear Goals: Define your data collecting goals. This helps create relevant surveys, interview questions, and observation criteria.

Check validity and reliability: Use dependable data-gathering tools. This guarantees that the data collected matches training needs.

Confidentiality: Keep respondents' data private to encourage truthful responses.

Pilot Test: Test your data collection instruments before full implementation to find and fix any flaws.

Monitor and alter: Continuously monitor and alter data collection to increase accuracy and completeness.

2. Data Analysis Techniques

TNA data analysis uncovers insights, trends, and patterns by carefully studying the data. Interpreting data to determine training requirements and creating tailored programs is the goal. Data analysis informs decisions and aligns training with organizational goals.

Quantitative Data Analysis

Statistics descriptions

Central Tendency Measures:

A data set's descriptive statistics summarize its main properties. The mean, median, and mode measure central tendency. These measurements summarize data and explain trends.

Measures of Dispersion:

Data dispersion measures variability or spread. Range, variance, and standard deviation are important metrics. These measurements explain data point deviations from the average.

A frequency distribution shows the frequency of values in a data set. Histograms or bar charts show response distributions or performance levels.

Statistical Inference

Hypothesis testing includes inferring population characteristics from sample data. T-tests, chi-square tests, and ANOVA compare means, categorical data, and variance. These tests determine statistical significance of differences or correlations.

Analysis of correlation

Correlation analysis finds correlations between variables. Pearson correlation coefficients assess linear relationships' strength and direction. Correlation analysis helps determine how variables are related and whether one variable affects another.

Regression Analysis: Models the relationship between dependent and independent variables. Multiple regression and basic linear regression are used. Regression analysis predicts outcomes and identifies training needs.

Qualitative Data Analysis

Analysis Thematic

Thematic analysis includes coding qualitative data to discover themes and patterns. Coding labels text with descriptive codes for essential themes. Data is organized and categorized for analysis using this technique.

Themes are identified by collecting related codes and studying trends. Data themes are reoccurring ideas or discoveries. Finding themes helps identify challenges and training needs.

During interpretation, topics are analyzed in relation to study questions and objectives. It includes understanding how the findings affect training program creation and decision-making.

The content analysis process involves categorizing qualitative data into specified topics or groups. It organizes data and identifies significant themes. Categorization helps analyze interview, focus group, and document text.

Frequency Analysis: Analyzes the frequency of various categories or themes in data. It shows the prevalence of issues and needs and prioritizes training actions.

Contextual Analysis: This entails comprehending the context of data collection. Environmental factors, participant traits, and situational circumstances may affect statistics.

Data Analysis Best Practices

Use Proper Methods: Choose data analysis methods that match data type and study goals. Apply quantitative methods to numerical data and qualitative ones to textual material.

Verify Results: For accuracy and reliability, compare findings to other data sources. Validation boosts analysis believability.

Interpret Results Carefully: Consider research topics and organizational goals when interpreting analytic results. Examine training and program development consequences.

Share Insights Clearly: Display analytical results in clear charts, summaries, and reports. Share critical results and actionable insights with stakeholders.

Monitor and Review: Assess and enhance data analysis processes for accuracy and relevance. Stay current on data analysis methods and best practices.

3. Identifying Patterns and Trends

Finding patterns and trends requires data analysis to find repeating themes, correlations, and changes. Recognizing patterns and trends in TNA helps identify training needs, performance difficulties, and improvement areas. Identifying patterns and trends helps create appropriate training programs.

Pattern and trend identification

Trend Analysis

Comparing Historical Data:

Trend analysis compares historical data to find patterns. Organizations can understand performance, capabilities, and training needs by evaluating historical data. Comparing historical data helps predict needs and plan actions.

Analysis of Time Series:

Time series analysis identifies trends and seasonal variations in periodic data. Time series data analysis uses moving averages and exponential smoothing to discover trends. Long-term patterns and future demands can be predicted using time series analysis.

Pattern Recognition

Clustering Analysis: The process of grouping comparable data points by certain qualities. Data patterns are found using k-means clustering and hierarchical clustering. Clustering analysis segments employees by training and performance.

Association Rule Mining:

Association rule mining finds variable correlations using frequent itemsets and association rules. Association rule mining uses Apriori and FP-growth algorithms to locate common itemsets and effectively mine association rules. This strategy reveals training need patterns and dependencies.

Correlation/Regression Analysis

Correlation Analysis: Evaluates the strength and direction of correlations between variables. Pearson correlation coefficient and Spearman's rank correlation quantify correlations. Correlation analysis shows how factors affect training needs.

Regression Analysis: Models the relationship between dependent and independent variables. To identify critical training needs components, linear regression and multiple regression are applied. To forecast outcomes and determine how factors affect training demands, regression analysis is used.

Best Practices for Pattern and Trend Identification

Use Comprehensive Data: Use complete and representative data to uncover patterns and trends. Incomplete or skewed data can lead to wrong conclusions.

Use Multiple Methods: Combining approaches helps you understand patterns and trends. Research dependability improves with quantitative and qualitative methods.

Explain Results: Consider organizational goals, training objectives, and external factors when interpreting patterns and trends. Meaningful analysis requires context.

Verify Insights: Compare data sources and procedures to confirm patterns and trends. Check findings for consistency and evidence.

Effectively Communicate Results Show patterns and trends with clear visuals, summaries, and reports. Highlight key training and development insights and implications.

5.7 ACTION RESEARCH IN TRAINING NEEDS ANALYSIS

Action Research is a dynamic, participatory problem-solving method that combines research with action to change. Action research is used in Training Needs Analysis (TNA) to identify, address, and evaluate organizational training needs. This complete overview of action research will cover its definition, concept, and execution principles.

Concept and Definition

Action research involves researchers and participants working together to understand and solve complicated problems in real life. The focus on action and reflection defines action research. It entails actively solving challenges and reflecting on the process to improve action and understanding.

Key Action Research Features

Active Participation:

Stakeholders and participants are crucial to action research. This collaborative approach considers the viewpoints and experiences of those directly affected by issues, yielding more meaningful and practical ideas.

activity research is an iterative method that incorporates repeated cycles of planning, activity, observation, and reflection. Interventions can be refined and improved based on new results and feedback in each cycle.

The focus of action research is on solving real-world problems with practical solutions. It seeks direct and meaningful transformation rather than academic understanding.

Action research relies heavily on reflective practice. Participants and researchers constantly assess their activities and results to learn and adapt their techniques.

In action research, collaboration is essential. Researchers collaborate with employees, managers, and other stakeholders to develop knowledge and solutions. Collaboration encourages ownership and dedication to results.

Training Needs Analysis Action Research

TNA uses action research to identify and address organizational training needs. These steps are involved:

Identification of Training Issues:

Recognition and definition of organizational training difficulties or gaps is the first step. This may be based on observations, performance indicators, employee feedback, or other data.

Formulating Research Questions: Create clear questions to investigate training needs. These questions guide the research and define its scope.

Intervention Design and Implementation: Interventions or training programs are created based on identified needs and research issues. Stakeholders collaborate to create interventions that meet organizational needs.

Monitoring and Collecting Data: Data is collected during intervention implementation to assess effectiveness and elicit participant feedback. This data may include performance metrics, participant feedback, and behavior changes.

Reflecting and reviewing: Reflection entails reviewing data and evaluating intervention impact. This process determines what works, what needs improvement, and how interventions may be tailored to the organization.

The interventions are changed and adjusted to meet any inadequacies or new issues identified throughout the research. This cycle repeats until desired results are attained.

Evaluate and Report:

Finally, intervention effectiveness is assessed and reported. Document the method, results, and lessons. The findings guide training and improvement.

Action Research Principles

Action research concepts enable rigorous and practical research. These principles keep the research process focused on real-world challenges and meaningfully engage stakeholders.

1. **Collaboration Definition:** Collaboration involves all stakeholders in the research process. This comprises researchers, participants, and other stakeholders.

TNA importance:

Collaboration in TNA guarantees that those directly affected by training needs are heard. Involving employees, managers, and other stakeholders makes research more inclusive and relevant. Collaboration increases ownership and involvement, making training solutions more effective and sustainable.

Implementation: Regular meetings, feedback sessions, and workshops facilitate collaboration. Researchers collaborate with stakeholders to develop research questions, interventions, and outcomes. This collaborative method guarantees that research is based in participants' real-world experiences.

2. **Iterative Process:** Repeated cycles of planning, action, observation, and reflection. Interventions are improved and refined with each cycle.

The iterative process in TNA enables continuing adjustments and enhancements to training programs based on emerging results and feedback. This keeps interventions relevant and effective for training needs.

Implementation: The iterative method involves many intervention and evaluation cycles. Plan and conduct training initiatives, gather data, evaluate on results, and make adjustments in each cycle. The training programs are constantly improved by this cyclical method.

3. **Practical Focus:** This idea applies research findings to real-world issues and drives significant change. Action research develops organizationally applicable solutions.

Using a practical approach in TNA ensures that training interventions target specific organizational issues and needs. Actionable solutions that improve performance and capabilities are the goal.

Practical implementation involves connecting research questions and interventions with organizational training needs and objectives. The research process comprises creating and executing training programs to fill gaps and boost employee performance.

4. **Reflective Practice Definition:** Reflective practice entails studying activities and consequences to improve future practice. Reflection is essential to action research.

Reflective practice is crucial in TNA since it helps evaluate training interventions and identifies areas for improvement. Researchers and practitioners can improve training programs by reflecting on the process and results.

To adopt reflective practice, regular reflection meetings, feedback gathering, and data analysis are conducted. Data is reviewed, findings discussed, and intervention effectiveness assessed by researchers and stakeholders. This reflection guides intervention and improvement cycles.

5. **Empowerment Definition:** Enabling individuals to actively participate in research and decision-making. It stresses the necessity of empowering stakeholders to impact results.

Empowerment in TNA prioritizes employee and stakeholder participation in identifying and addressing training requirements. Empowering participants increases engagement, ownership, and commitment to training interventions.

To empower stakeholders, they are involved in all stages of the study process, from identifying training requirements to designing and assessing interventions. Participants are invited to give input, offer ideas, and help make decisions.

6. Validity, Reliability

The concepts of validity and reliability provide accurate and consistent study findings. Validity is the outcomes' accuracy, whereas reliability is their consistency and repeatability.

TNA requires validity and reliability to identify training requirements and interventions based on reliable and consistent data. This helps create successful training programs that meet real demands and boost performance.

We ensure validity and reliability by using robust data collection methods, triangulating data from different sources, and applying rigorous analysis procedures. Researchers continuously evaluate and adjust their procedures to improve accuracy and consistency.

Action Research is a powerful Training Needs Analysis tool. The collaborative, iterative, and practical approach guarantees that training interventions address real-world issues and make a difference. Action research provides a structured and successful framework for identifying and addressing organizational training requirements by following teamwork, iterative process, practical focus, reflective practice, empowerment, and validity and reliability.

5.8 STEPS IN ACTION RESEARCH

A systematic method to problem-solving and change management, action research blends action and reflection. It addresses complex issues and improves real-world practises through incremental phases. Action research helps identify and address training requirements through collaborative and iterative methods in Training requirements Analysis (TNA). This extensive exploration will cover action research's four main steps: Planning and Preparation, Action Implementation, Data Collection and Analysis, and Reflection and Evaluation.

1. Planning and Prep

Action research begins with planning and preparation. The problem, objectives, and research framework are defined to prepare for the research process. This phase ensures that subsequent actions are well-directed and matched with study goals.

1.1 Problem Identification Definition and Significance:

Problem identification is the first and most important planning step. It entails identifying and stating the research's purpose. In TNA, this could include recognizing performance gaps, ability gaps, or training needs.

Process:

Data Review: Assess performance indicators, feedback, and staff surveys to uncover issues.

Consult stakeholders including employees, managers, and subject matter experts to get their viewpoints on the challenges.

Define the problem's scope, impact, and relevance to the organization's goals.

A manufacturing organization may see a decrease in productivity due to skill gaps among machine operators. This issue is identified by evaluating production statistics, consulting team leads, and identifying abilities that require improvement.

1.2 Setting Objectives: Definition and Importance

Setting objectives defines the research's goals. SMART goals are specific, measurable, achievable, relevant, and time-bound. Clear objectives lead research and allow success evaluation.

The process involves formulating objectives. Goals should address the issue and support organizational goals.

SMART Criteria: Keep goals specific, measurable, achievable, relevant, and time-bound.

Alignment: Make sure objectives match organisational goals and stakeholder needs.

Example: A manufacturing company aims to increase machine operator skill levels by 20% in six months through targeted training interventions.

1.3 Research Framework Design Definition and Components:

Research methodologies and processes are planned when designing the research framework. This comprises choosing research methods, data collection methods, and a schedule.

The process involves selecting a method. Using objectives and problem definition, choose research methods like surveys, interviews, or observations.

Data Collection Plan: Plan data collection instruments and methods.

Timeline: Set milestones and deadlines for each research phase.

For a manufacturing organization, research may involve questionnaires to evaluate skill levels, interviews with team leads to identify training needs, and observations of machine operators throughout shifts.

2. Executing Action

The intended interventions are implemented during action implementation. This step implements the tactics developed during planning and manages the implementation process to ensure success.

2.1 Intervention Execution: Definition and Importance

Interventions entail applying predetermined actions or plans to solve the situation. In TNA, this may include training, workshops, or other development initiatives.

The intervention deployment process involves implementing training or development initiatives as planned.

Ensure trainers, materials, and facilities are available and used properly.

Communicate intervention goals, benefits, and expectations to all participants.

In a manufacturing company, interventions may include skill development workshops, hands-on training, and distribution of training materials for machine operators.

2.2 Implementation Process Management, Definition and Components:

Managing implementation entails monitoring and resolving challenges as interventions are implemented.

The process involves monitoring the progress of interventions to ensure they are executed as planned.

Implementation difficulties include logistical constraints and participant opposition must be addressed.

Support: Help participants participate by providing support and direction.

Management of training workshops may involve monitoring attendance, addressing technical issues, and offering extra support to participants who require it.

3. Data Gathering and Analysis

Data collection and analysis determine intervention efficacy and impact. This step is critical for assessing intervention success and finding areas for improvement.

3.1 Data Collection Definition and Methods:

Data collection involves measuring intervention efficacy and goal progress. Data can be collected through surveys, interviews, observations, and performance measurements.

Process: Implement the Data Collection Plan prepared during the planning phase to gather data on intervention efficacy.

Data sources: Gather participant feedback, performance ratings, and observational data.

Questionnaires, interview guidelines, and observation checklists are good data collection methods.

For example, a manufacturing organization may collect data from machine operators on training efficacy, performance improvements, and skill level changes.

3.2 Data Analysis Methods

Techniques and Definition:

Data analysis evaluates initiatives and finds trends and patterns by analyzing and interpreting the data. Data analysis methods include statistical, thematic, and comparative.

Process: Data Cleaning: Clean and organize collected data for analysis.

Methods of Analysis: For quantitative data, use statistical analysis, and for qualitative data, thematic analysis.

Interpretation: Assess the interventions' efficacy and identify areas for improvement.

In a manufacturing company, data analysis may involve calculating skill level increase percentages, examining training comments for common themes, and comparing pre- and post-training performance measures.

3.3 Pattern and Trend Identification

Definition and Importance:

Analyzing the data to find recurring themes, correlations, and trends might reveal the treatments' success and training needs impact.

Process:

Pattern recognizing: Find data patterns using clustering, association rule mining, and correlation analysis.

Analyze trends over time to determine how interventions affected training needs and performance.

Patterns and trends can inform future actions and improvements.

In a manufacturing company, identifying patterns may involve identifying areas where operators have improved their skills, analyzing performance metrics before and after training, and determining the relationship between training interventions and performance improvements.

4. Reflection, Evaluation

The final step in action research is reflection and evaluation, which evaluates the interventions and the research process to learn from them and improve future practices.

4.1 Process Retrospective

Definition and Importance:

Reflection entails evaluating the research process, including planning, implementation, and data gathering. It helps identify successes, difficulties, and ways to enhance the process.

Process:

Reflection Sessions: Discuss research methodology and results with stakeholders.

input Analysis: Examine participant and stakeholder input to understand their perspectives.

Learnings: Record research lessons, best methods, and areas for improvement.

For instance, a manufacturing company may conduct debriefing sessions with team leads and machine operators to evaluate training effectiveness and identify areas for improvement.

4.2 Outcome Evaluation: Definition and Methods

Evaluation determines how well interventions meet objectives and how they affect training needs. The evaluation may compare pre- and post-intervention data, analyze performance gains, and evaluate stakeholder satisfaction.

Process: Measuring Results: Assess intervention results against objectives and success criteria.

Impact Assessment: Evaluate how the interventions affected training, performance, and organizational goals.

Reporting: Summarize the findings, including intervention efficacy, lessons learned, and planned actions.

In a manufacturing company, reviewing outcomes may involve measuring skill improvement among machine operators, assessing productivity changes, and preparing a report with recommendations for training or intervention revisions.

4.3 Future planning

Define and Importance: Plan future actions utilizing insights from contemplation and evaluation to guide subsequent phases. This may involve improving interventions, creating new ones, and filling gaps.

Procedure: Action Plan Reflection and evaluation findings should inform an action plan.

ongoing Improvement: Apply lessons learned and feedback to ongoing improvement.

Identify opportunities for future research and development to solve lingering difficulties or emergent demands.

For example, a manufacturing organization may plan future actions such as revising training programs based on feedback, creating extra modules to address skill gaps, and researching new processes or technologies.

5.9 BENEFITS OF ACTION RESEARCH IN TRAINING NEEDS ANALYSIS

Action research offers various Training Needs Analysis benefits. The iterative planning, action, and reflection technique solves real-world problems. Real-time problem-solving, stakeholder engagement, and continuous progress are TNA action research's main benefits. These benefits are crucial to corporate training efficacy and relevance.

1. Live Issue Resolution

A fundamental benefit of action research is real-time problem-solving. Standard research methods involve data collection and analysis, but action research emphasizes immediate and iterative problem-solving. This method aids Training Needs Analysis for many reasons.

Addressing Urgent Needs

Action research helps firms swiftly address training gaps and significant issues. Recent difficulties are addressed in real-time training.

Process:

Instant Feedback: Real-time research delivers organizations training feedback quickly.

Based on new findings, organizations can quickly change their training programs.

Action research's iterative structure lets organizations make fast improvements, reducing long-term performance issues.

Action research may show retail customer service reps' software issues. The company may swiftly create and implement a customer service training program using real-time problem-solving.

1.2 Definition and Benefits of Iteration

Planning, activity, and reflection are iterative in activity research. The iterative approach helps firms improve training and adapt to changing demands.

- Method: Cycles of improvement Action researchers evaluate data after developing and conducting interventions. Iteration allows continuous improvement.

Adaptive Solutions: Cycle results can be utilized to update and improve training interventions.

Flexible: The iterative approach helps organizations adjust to changing conditions and needs.

Action research at a manufacturing facility may show that machine operators need more safety instruction. The company can improve training content, delivery, and assessment to boost safety.

1.3 Instant Impact

Definition and Importance:

Instant effect measurement is a major benefit of action research. Real-time efficacy measurements allow organizations to immediately analyze and alter training activities.

Data collecting in real time: Action research evaluates training programs.

A Quick Assessment: Organizations can evaluate training's effects on skills, behaviors, and performance.

Make Informed Decisions: Organizations choose training programs using real-time impact measurement.

Example: A software development company may utilize action research to evaluate a new training module's immediate influence on developers' coding skills. Reviewing comments and performance data lets the company quickly evaluate and enhance training.

2. Stakeholder Engagement

Action research engages stakeholders, making it beneficial for training. Training interventions are more effective when stakeholders are involved in research.

Action research involves diverse stakeholders, making it inclusive (Definition and Benefits, 2.1). Inclusion ensures training interventions meet all stakeholders' needs and perspectives.

Involve stakeholders. Include managers, employees, and subject matter experts in research.

Diverse Perspectives: Get stakeholder input to complete and relevant training initiatives.

Cooperative Solutions: Develop and deliver stakeholder-specific training.

Action research can involve nurses, doctors, and administrators in creating a healthcare training program. The organization incorporates personnel feedback into training to fit their needs.

2.2 Define and Value Participant Empowerment

Action research empowers participants to decide and solve problems. Training intervention ownership and commitment increase with empowerment.

Active Participation: Invite participants to define issues, develop solutions, and evaluate results.

Participate in decision-making and implementation to build ownership and commitment.

Participants are more dedicated to training interventions when empowered.

Action research may include instructors in creating and implementing new teaching methods. Giving teachers a voice boosts their support for the new approach.

Action research requires stakeholder consensus (2.3). Consensus ensures stakeholder support and enhances training success.

The procedure involves stakeholder talks. Encourage stakeholders to agree on training needs and solutions.

Goals agreed upon: All parties should agree on training intervention results.

Collaboration: Use training interventions to win stakeholder approval.

Action research in business might involve cross-departmental training. Program support and implementation are ensured by department head consensus.

3. Constant Improvement

Action research enables systematic training program and process development. Training interventions are improved by this cycle.

3.1 Definition and Importance of Iterative Refinement

Training interventions evolve through planning, action, and reflection. This strategy maintains training programs relevant and successful.

Ongoing Evaluation: Evaluate training programs and offer changes after each cycle.

Strategy refinement: Improve training tactics and content using evaluation data and feedback.

Change: Adapt training to new needs.

Financial services action research may involve revising customer service training programs depending on participant feedback and performance. The training is constantly updated to address customer service challenges.

3. Relevance Improvement Definition and Benefits: Training approaches match organizational needs and priorities by increasing relevance. Improvement through action research makes training relevant.

This entails matching needs. Continuously assess and adjust training to organizational needs.

Feedback Integration: Improve training with participant and stakeholder input.

Responding Alters Training content and delivery should adapt.

Rewriting technical training programs to suit industry changes and technological advances is action research at a technology company. By making training relevant, the company updates workforce.

3. Organizational Learning Promotion: Definition and Importance

Action research promotes organizational learning through development and information exchange. A focus on learning helps the company grow.

Process:

Culture of Learning: Advance organizational learning.

Share action research knowledge and best practices.

Improve organizational competence by applying action research to training methods and outcomes.

Action research can encourage learning and sharing in an R&D organization. A learning culture fosters organizational growth and creativity.

Action research in Training Needs Analysis is dynamic and flexible because it involves real-time problem-solving, stakeholder engagement, and ongoing development. Action research

helps businesses identify training issues, engage stakeholders, and enhance programs. This iterative and collaborative approach improves performance and success by making training interventions relevant, effective, and connected with organizational goals.

5.10 CHALLENGES AND LIMITATIONS

TNA is necessary to link training programs with organizational goals and employee development. TNA is important, but it may face difficulties that diminish its efficacy. Time and resource constraints, change resistance, and data accuracy and dependability challenges are important issues. This thorough discussion will evaluate each issue, its effects, and possible solutions.

1. Time/resource constraints

Limited time and resources make Training Needs Analysis difficult. These restrictions can limit the study's scope, depth, and efficacy, making training needs assessment and management challenging.

1.1 Analysis Time Limit

Organizations rarely have time for a full TNA due of schedule. A basic study may miss training needs.

Challenges: Time constraints may cause TNA process rushing and losing crucial parts.

Time restrictions can limit data collection, resulting in skewed or insufficient training needs data.

Insufficient Analysis: Time constraints may reduce analysis, lowering insights and recommendations.

Strategies for mitigation

Set training priorities based on organizational goals.

Effective Planning: Share a TNA strategy with timeframes and milestones.

Make use of tech Data collection and analysis can be automated.

A fast-paced firm may have little time to complete a TNA for a new product launch. Prioritizing crucial training needs and using digital survey technologies speeds processes and identifies needs.

1.2 Resources Limit

Definition, impact:

Technology, labor, and budget can limit TNA scope and quality. Resource limits may impair analysis and training. Challenges include budget constraints that may limit TNA research and investment in innovative approaches and technology.

Lack of trained staff may impair data collection, analysis, and reporting.

Technological Limitations: TNA may fail without fresh data analysis or technology.

Strategies for mitigation

TNA is cheap with internet surveys or current data.

Share workload and boost TNA efficiency with cross-functional teams.

Investors should prioritize TNA-process-impacting areas.

A low-budget non-profit can use free or low-cost internet survey tools to collect TNA data. The organization can assess essential training areas with volunteers or staff with low resources.

2. Alter Resistance

When the analysis requires large training program or organizational practice changes, TNA often faces opposition to change. Effective resistance management is key to training solution deployment.

Organizational culture and mindset

Definition and Impact: Organizational culture and mindset strongly impact change attitudes. Cultural traditions or stakeholder buy-in may prevent change.

Challenges: Cultural Barriers: Organizations may oppose TNA changes because to current values.

Lack of Buy-In: Key stakeholders may oppose TNA-identified improvements, hindering implementation.

Management and staff may regard training changes as a threat to their employment or practices.

Strategies for mitigation

Engage Stakeholders: Start the TNA process by involving important stakeholders to build support and address concerns.

Sharing Benefits: Use benefits and reasons to win support and overcome resistance.

Create a change-friendly culture: Promote change and progress by leading and communicating.

New safety training methods may be met with resistance from factory workers. Employee involvement in safety training development and appropriate communication of benefits can help overcome objections and assure success.

2.2 Unknown Fear

When training needs analysis reveals unexpected or disruptive changes, fear of the unknown might induce resistance. Fear can make people distrust or avoid new training methods or topics.

Challenges:

Management and employees may reject changes due to ambiguity about their implications.

Lack of experience may prevent adoption of new training methods or technologies.

Fear of the unknown might stress employees and reduce their motivation to train.

Strategies for mitigation

Training and Support: Encourage managers and people to adapt and build confidence.

Pilot Projects: Testing new training methods or technologies in smaller pilot projects before implementation.

Reassurance: Discuss similar efforts' successes to ease fears.

Software company employees unfamiliar with online learning may resist a new e-learning platform. Staff can feel less anxious about the new platform with training and a pilot program.

3. Reliable data

Training Needs Analysis and subsequent training interventions depend on accurate and reliable data. Data collection, analysis, and integrity issues affect data correctness and reliability.

3.1 Data Collection Issues Impact and Definition:

TNA data accuracy and reliability may be influenced by data collection difficulties. Survey design, respondent bias, and data entry errors may cause these difficulties.

Challenges:

Poor Survey Design: Poor survey or questionnaire design might lead to inaccurate or incomplete data. Questionable or biased responses may reduce data quality.

Data accuracy can be affected by social desirability and self-reporting bias. Participants may give expected or preferred answers instead of their genuine needs.

Typographical errors or misunderstanding responses may compromise data.

Strategies for mitigation

Effective Survey Design: Improve data accuracy using survey design best practices like concise, unambiguous questions.

Protect privacy to reduce responder bias.

Make sure data is right: Verify data and entries.

A poorly designed retail survey may misrepresent customer service training demands. By modifying survey design and decreasing bias, the organization can improve data reliability and judgment.

3.2 Analyzing Data

Definition and importance: Data analysis methods greatly affect findings accuracy and reliability. Poor analysis may produce erroneous results and recommendations.

Challenges:

Poor Methods: Outdated or inappropriate analysis methods can produce erroneous results.

Complex Data: Unsuitable approaches might make analyzing large amounts of data challenging.

Data interpretation or analytic errors can affect findings reliability.

Strategies for mitigation

Select Proper Methods: Select appropriate data analysis methods for its kind and complexity.

Data analysts need training to analyze data accurately.

Confirm Results: To ensure accuracy, verify results with different sources.

Financial institution training needs data analysis can benefit from advanced statistical methods. Training analysts in these procedures and verifying outcomes improves analytical reliability.

3.3 Definition and Importance of Data Integrity

Data integrity demands TNA process accuracy, consistency, and reliability. Data integrity is needed for actionable insights.

Challenges:

Data integrity includes preventing unauthorized access and change.

Data collection and analysis must be consistent to avoid errors.

Data Quality: TNA results depend on good data.

Strategies for mitigation

Maintain Security: Secure data to prevent unauthorized access and alteration.

Standardizing Process: Standardize data collection and analysis for accuracy.

Regular Audits: Find and fix issues by auditing data collection and analysis.

Strong data security and regulated data gathering processes in educational institutions improve training analysis data integrity. Audits increase data quality and reliability.

Training Needs Analysis is tough due to time and resource constraints, change aversion, and data accuracy and reliability issues. Addressing these issues requires prioritizing needs, integrating stakeholders, and ensuring data quality and reliability. Through targeted strategies and best practices, organizations can overcome these obstacles and strengthen their TNA efforts, improving training programs and organizational performance.



Check Your Progress- B

1. In TNA, what does 'Performance Appraisal' primarily assess?
 - a) Training program effectiveness
 - b) Employee skills and knowledge gaps
 - c) Job satisfaction levels
 - d) Organizational culture
2. Which step in Action Research involves implementing solutions to address identified problems?
 - a) Planning
 - b) Action
 - c) Data Collection and Analysis
 - d) Reflection
3. What is the primary purpose of 'Data Analysis Techniques' in TNA?
 - a) To develop new training programs
 - b) To identify patterns and trends in collected data
 - c) To set training objectives
 - d) To allocate training resources
4. Which of the following methods is used to collect data through structured forms or online tools?
 - a) Surveys and Questionnaires
 - b) Interviews and Focus Groups
 - c) Observation and Job Analysis
 - d) Performance Appraisals
5. What does 'Identifying Patterns and Trends' in data collection help with in TNA?
 - a) Developing new training methods

- b) Understanding recurring issues and making informed decisions
 - c) Setting training budgets
 - d) Designing training materials
6. What is the main focus of the 'Observation and Job Analysis' method in TNA?
- a) Analyzing employee feedback
 - b) Observing job tasks and performance
 - c) Conducting surveys
 - d) Reviewing training effectiveness
7. What is one of the main principles of Action Research?
- a) Avoiding participant involvement
 - b) Implementing solutions without reflection
 - c) Continuous iterative cycles of action and reflection
 - d) Focusing solely on theoretical research
8. Which phase in the Action Research process involves evaluating the outcomes of implemented solutions?
- a) Planning
 - b) Action
 - c) Data Collection and Analysis
 - d) Reflection and Evaluation
9. What type of training need focuses on personal skill gaps and development areas for employees?
- a) Organizational Needs
 - b) Operational Needs
 - c) Individual Needs
 - d) Skills Needs
10. What challenge in TNA is associated with ensuring the accuracy and consistency of collected data?
- a) Resistance to change
 - b) Data Accuracy and Reliability
 - c) Time and Resource Constraints
 - d) Budget limitations

5.11 SUMMARY

1. Training Needs Analysis

Training Needs Analysis (TNA) systematically identifies organizational performance gaps. TNA determines employee training and development needs to ensure they have the skills and knowledge to accomplish organizational goals. Optimizing training investments and enhancing organizational performance require effective TNA.

Definition and Importance:

TNA evaluates employee skills, knowledge, and abilities to determine training needs. It ensures that training programs meet business goals, improve employee performance, and fill skill gaps. Through precise training needs identification, firms may execute targeted and effective training interventions that boost productivity and work satisfaction.

Goals and purpose:

TNA identifies skill gaps, prioritizes training, and optimizes training resources. Objectives of TNA include identifying necessary skills and expertise for various professions.

Understanding employee performance.

Training programs that support organizational goals and strategy.

Increasing employee skills and performance.

2. Training Needs Types

Training needs vary by scope and focus. Each type targets distinct training needs:

1. Organisational Needs: Prioritise strategic initiatives and performance improvement.
2. Operational Needs: Improve job functions and processes.
3. Personal Needs: Assess staff skill gaps and development.
4. Skills Needs: Learn new skills or improve old ones to satisfy employment requirements or technology.

Each training demand requires a customized approach for optimal results.

3. Training Needs Influencers

Several factors affect an organization's training needs:

1. Organizational Factors: Align training with strategic objectives.

Organizational changes: Training needs after restructuring or new initiatives.

2. Employee factors: - Performance gaps: Identifying areas of underperformance.

Understanding employee career goals and coordinating training to facilitate growth.

3. External factors: - Industry trends: Adapting to industry changes and improvements.

Compliance with industry norms and regulations.

4. Technological Factors: New technology and tools require training.

These elements must be examined to correctly identify and meet training needs.

4. Training Needs Analysis Methods

Effective TNA uses several data collection and analysis approaches. Each strategy yields distinct insights and has pros and cons:

1. Surveys and Questionnaires: Gather quantitative data from many respondents to determine training needs and preferences. These methods can provide broad yet shallow insights.

2. Interviews and Focus Groups: Gain qualitative insights about training needs and issues through direct employee interactions.

3. Observation and Job Analysis: Includes direct observation of job performance and tasks to identify skill gaps and training needs. This method details job roles and performance.

4. Performance appraisals: Evaluate employee performance and recommend training. Performance assessments can identify organizational and individual training needs.

5. Data Gathering and Analysis

A good TNA requires precise data gathering and analysis. Important aspects:

1. Data Collection: Surveys, interviews, and performance measurements. Ensure complete data collection and training needs representation.

2. Data Analysis: Statistical, qualitative, or mixed methodologies for data analysis. Data aggregation, pattern identification, and trend analysis are methods.

3. Identifying Patterns and Trends: Finding reoccurring issues and growing trends in data to assess training needs. This involves identifying common themes and problem areas.

6. Action Research in Training Needs Analysis: A participatory strategy that addresses challenges and improves practices via iterative cycles of planning, action, and reflection. TNA involves collaboration to identify training gaps, develop solutions, and assess their efficacy.

Action Research Principles:

Collaboration: Including stakeholders in research to guarantee their requirements are met.

Iterative Process: Planning, action, and reflection to improve training interventions.

Focus on real-world situations and solutions.

Steps in Action Research:

Plan and Prepare: Define the issue, set goals, and create a training plan.

Implement the research plan's training interventions.

Data Collection and Analysis: Assess intervention efficacy.

Review the results and make changes to improve the training process.

Action Research Benefits:

Real-Time Problem Solving: Allows fast training modifications.

Engagement of stakeholders in research improves training buy-in and support.

Continuous Improvement: Iterative action and reflection promotes improvement.

7. Training Needs Analysis Issues

1. Time/Resource Limits:

Limited Time: TNA deadlines can result in hasty analysis and incomplete data.

Resource Limitations: Budget and staff limits can limit analysis scope and depth.

2. Resistance to Change: Organizational Culture: Employees and management may resist training solutions due to cultural hurdles.

Employee acceptance and engagement might be affected by anxiety over new training techniques or modifications.

3. Data Accuracy and Reliability: Data Collection Issues: Poor survey design or respondent bias might impact data accuracy.

Analysis Techniques: Poor analysis procedures can lead to inaccurate findings.

Data Integrity: Reliable TNA outcomes require data accuracy and consistency..



5.12 GLOSSARY

1. **Training Needs Analysis:** Training Needs Analysis (TNA) is a systematic process used to identify and evaluate the specific training requirements of an organization or its employees. The primary aim of TNA is to determine the gaps between current performance levels and desired performance standards and to develop training interventions that address these gaps effectively.
2. **Action Research:** Action Research is a participatory and iterative research methodology designed to address practical problems and improve practices through a cyclical process of planning, action, observation, and reflection. This research approach emphasizes collaboration between researchers and participants, focusing on solving real-world issues and generating actionable knowledge.



5.13 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. B) To identify the specific training requirements of employees
2. C) Budgetary Needs
3. C) Organizational strategic goals
4. B) Surveys and Questionnaires
5. C) To analyze the effectiveness of the interventions
6. C) Observation and Job Analysis
7. B) Increased relevance and support for solutions
8. B) Inadequate budget and personnel
9. C) Iterative cycles of planning, action, observation, and reflection
10. B) Interviews and Focus Groups

Check Your Progress –B

1. B) Employee skills and knowledge gaps
2. B) Action
3. B) To identify patterns and trends in collected data
4. A) Surveys and Questionnaires
5. B) Understanding recurring issues and making informed decisions
6. B) Observing job tasks and performance
7. C) Continuous iterative cycles of action and reflection
8. D) Reflection and Evaluation
9. C) Individual Needs
10. B) Data Accuracy and Reliability



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5.15 SUGGESTED READINGS

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5.16 *TERMINAL QUESTIONS*

1. Explain the importance of Training Needs Analysis (TNA) in organizational development.
2. Describe the process of Action Research and its application in solving practical problems.
3. Discuss the various methods used in Training Needs Analysis and their effectiveness.
4. Explain the significance of 'Data Collection and Analysis' in Training Needs Analysis.
5. Discuss the principles of Action Research and how they contribute to the effectiveness of this research methodology.

Block - II

Block Title- TRAINING DESIGN

UNIT 6 TRAINING DESIGN

6.1 Introduction

6.2 Objectives of the Unit

6.3. Concept of Training Design

6.4 Objectives of Training Design

6.5 Development of Training Design

6.6 Summary

6.7 Glossary

6.8 Answer to Check Your Progress

6.9 Reference/ Bibliography

6.10 Suggested Readings

6.11 Terminal Questions

6.1 INTRODUCTION

In the previous unit we learnt about training, its nature and scope. It was learned in the chapter that how training plays significant role in development of the employee as well as of the organization. In this unit, we will study about training design, the process of design, the training and measuring the effectiveness of training design.

6.2 OBJECTIVES OF THIS UNIT

After reading this unit the students will:

- Understand the meaning of Training Design

- Explain the objectives of Training Design
- Know about process involved in Training Design
- Measure the effectiveness of Training
- Make a Training Model

6.3 CONCEPT OF TRAINING DESIGN

Training is an act developing the skills and talents of the employee, enhancing his knowledge and information base so that he can perform to his highest efficiency. This job may be an assignment or a project while **Training design** is developing new **training** and instructional courses and lessons for existing employees.

In other words, *Training design* or instructional design is the process of creating a blueprint for providing training. In short, it comprises the methodology for development of Training.

It also means to reduce the gaps in training already provided and refresh them with new material for better performances. It also allows individual or group to grow their skills as well as improving their roles.

6.4 OBJECTIVES OF TRAINING DESIGN

Precise and measurable learning objectives set the stage for effective training programs linked to learners' needs.

Learning objectives play a major role in informing learners about its contents and how it will be able to improve their performance. It is therefore crucial that they are set and communicated appropriately. Following are the objectives of Training design-

- To improve the performance of the employees.

- To remove the gaps of previous training programs.
- To develop instructional activities.
- To ensure that people achieve the best possible results on the job.
- To design the phases of training.

Factors to be considered while planning a Training Design

While developing a training program there are various considerations, a strong and a smart design ensure complete, effective and result oriented execution of the training design. HR department starts the process of training design by firstly assessment the training need at three levels:

- a. Individual Assessment
 - b. Occupational Assessment
 - c. Organizational assessments.
- The HR department has to take decision regarding the delivery mode; it depends on the types of training and various other factors.
 - While deciding the delivery style of the trainer he should consider trainees' attitude and learning styles. The delivery style may vary from audio, video lectures to discussion, role plays, or some activities.
 - Then the budget considerations are finalized for developing the training program. Other facts like- the cost of materials, cost of time should be considered.
 - The audience analysis is the next important aspect, it allows the HR department to frame the training to be met the requirement of the proposed trainees.

- The content development is the next important consideration as the content should match the learning objectives and goals of training.
- Timeframe is the next factor to be considered, taking the time constraints as an important factor the HR department has to plan the training.
- The next factor to be consider is the communication related to the training. It not only; about letting people know the time and place but also the relevance of such training so that the managers as well as the trainee consider it as an important aspect of development.
- The next factor is to consider how the effectiveness and the result of the training is measured.
- Training is an integral part of career development process. It act as a bridge between the future requirements and the present conditions. It is used for preparing the employees as well as the system for future. It also helps in retaining employees.

The above stated are the factors which are to be strictly taken into consideration by the HR department of the company to ensure that the company can consistently and continuously develop the potential of employee and prepare them for future.



Check Your Progress-A

Q1. State the meaning of a Training Design?

Q2. Explain the objectives of Training design Development?

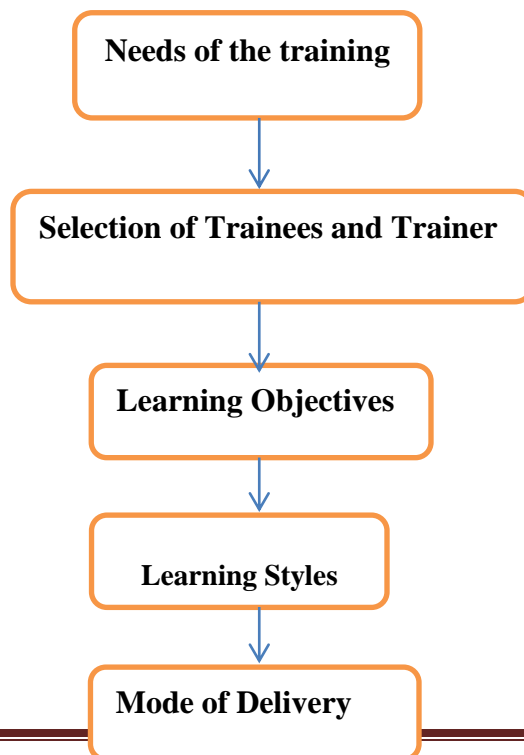
Q3. Fill in the Blanks with appropriate word or words.

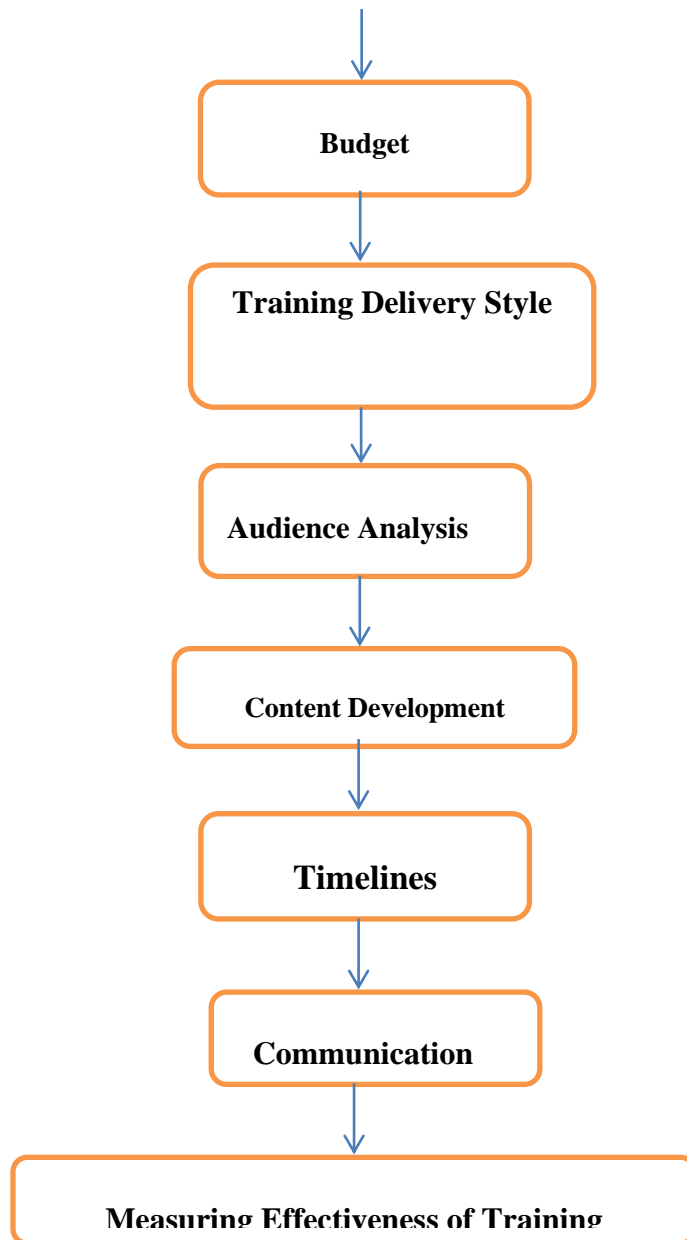
- (i) Training Design is the process of creating a.....
- (ii) Training Design basically develops.....
- (iii) Training Design removes theof previous training programmes.

6.5 DEVELOPMENT OF TRAINING DESIGN

Training Program Framework Development

When developing a training program, there are a number of considerations which should be taken care of like-Needs of the training, Learning objectives, Mode of Delivery, Budget, Audience, Contents, Timelines, Training Delivery Style and Measuring Training Effectiveness etc. Training should be planned in advance and have to be developed with great caution. Following is the suggestive framework for designing the training-





Needs of the Training

Training need assessment is the first step while developing a training program for a company.

Training need assessment stand for assessment of the need of the employees working at different

levels in the organization. Training needs assessment is performed at three different levels: organizational assessment, occupational (task) assessment, and individual assessment:

a. **Organizational assessment**

The first level of training need assessment is organizational assessment in which the the HR department works toward determination of the skills, talents, abilities, capabilities and knowledge that is required for a company to meet its planned goals and strategic objectives. It is assessment of the required skills and capabilities at all the levels in the organization, it ensures that organization is prepared for promoting its strengths and exploring opportunities and can handle its weaknesses and manage the threats.

b. **Occupational (task) assessment**

At this level the assessment is now conducted to identify the skills, talents, abilities, knowledge required to perform a job or execute a task with extreme efficiency at different levels in the organization. This type of assessment looks at the specific tasks, skills, knowledge, and abilities required to do jobs within the organization.

c. **Individual assessment**

It is the third level of training need assessment is executed at job level, which requires assessment of an individual's performance. Such assessment helps in determining which area of an individual is to be developed and skills can be enhanced.

Each of above statements can be applied to organizational training plan. While performing organizational assessment the HR department collects the information about the future trends of

the industry and studies the organizational overall strategic plan so that appropriate training needs can be identified.

The process of training need identification require to identify the training that are specifically required to perform a job effectively. This is the occupational assessment, training such as technical, related to safety, quality related training, or any other professional training. Each above stated training is to be imparted in separate programs. The framework for all the types of training will differ. For example, a training framework at the starting of the job i.e. during the induction will be completely different from a quality training framework.

Training must be related to job expectations. Training developed in such a manner should be able to improve the skills of that particular employee (Individual assessment). Reviewing the HR strategic plan and conducting a job analyses will help a manager in determining the kind of training that is to be developed for specific job positions in the organization.

Selection of Trainees and Trainers

The way or method for selecting trainees for training program should be carefully devised and communicated widely throughout the organization. Training opportunity should not be passed out as a reward for a good behavior or to get relief for some time from a trouble- making employee.

Whenever an individual is selected for training, he must be told clearly about the purpose of his training. Most firms do not inform the employees for the same; such a practice dilutes the purpose of training and employees cannot involve themselves in the training.

Selection of Trainers is as important as the selection of trainees. We can understand it through an example- In a two-day technical training program for engineers of XYZ IT Company; the external faculty was an average communicator and was average subject- matter expert as it became evident in the company evaluation form. The result was that on the afternoon of the first day, a couple of engineers walked out of the training, never to come back again and the second day had only the trainer and the training manager in the room.

Learning Objectives

Once it has been determined that what type of training should be provided, learning objectives should be set for training. A learning objective can be defined as company's expectation from the employee after training. After training the employee who has attended training should be able to perform better and should demonstrate his enhanced skill set. The training objectives should be measurable to ensure that the planned objectives are really achieved. Following are the examples of learning objectives:

- a. Customer care training – the employee should be able to demonstrate enhanced customer care attitude.
- b. Customer need analysis – the employee after training should be able to analyze customer needs related to newly installed software.
- c. Software handling problem training – the employee should be able to understand and solve the software handling issues.
- d. Safety training – the employee should be able to explain how the safety procedures should be followed in handling chemicals.

- e. Communication training – the employee should be able to explain and demonstrate the types of communication styles and techniques to effectively deal with each style.
- f. Gender sensitization training – the employee should be able to explain the sexual harassment policy of the company, should be able to give examples and identify ways of handling sexual harassment.
- g. Ethical training – the employee should be able to demonstrate ethics and morals while handling customer complaints.

The company has to set its learning objectives, the concerned manager should utilize information on learning styles and should then determine the best mode for delivering the training.

Learning Styles

The next component in the training design understands the learning style of the group under training. In order to achieve excellent results of the imparted training it is important to use a learning style model which is appropriate.

Different people have different ways of learning, bearing this in mind; it is important for the HR department and the trainer to try to develop training that meet different learning styles:

a. Visual learner

A visual learner is generally the one who visualize every event in-front of himself/herself. He is usually the one who has a clear “picture” of an experience. The visual learners often speak words such as “I can see what you are saying” or “This looks good.” In order to ensure good learning of a visual learner is to train them with the help of graphical presentations, pictures, figures, presentations etc.

b. Auditory learner

This style of learner learns fast and effectively with the help of sounds and audios. The person who is an auditory learner is generally found quoting “If I hear you right” or “What do you hear about this situation?” The auditory learner will acquire learning through lectures, audio presentations etc.

c. Kinesthetic learner

A kinesthetic learner is the one who learns through development of feelings toward any experience. They are the ones who learn by conducting or performing a task rather than in audio or visual format. These learners are often found quoting “This feels right.”

Normally the learning style adopted by most of the individuals is a mixed style. The learners learn through audio-visual aids and also through performance training. For example, the style of the learners might be visual learner but while learning how to change a tire, that individual might be a kinesthetic learner.

Mode of Delivery

The understanding of the type of training will provide more insight into it. The selection of appropriate type will make the “Training Design” development process effective and result oriented.

After identifying the type of training that is to be delivered, the trainer chooses the mode of delivery. At the time of induction and orientation of new employees vestibule training would be a better delivery mode but for delivering gender sensitization training a mix of lecture web-based

training would be a better delivery mode. While finalizing the delivery mode the HR department has to consider the audience of the training and also the budget and the time required for the training.

The delivery modes that are regularly used by HR department for imparting training are mentioned below:

Table- Types of Training and likely mode of delivery

Method of Delivery	Suggested Training Types
<ul style="list-style-type: none"> • On-the-job Training • Mentorship • Job Shadowing 	Technical Training
	Skills Development Program
	Managerial Attitude Building Program
	Safety Measures Training Program
<ul style="list-style-type: none"> • Job Swapping • Vestibule Training • Web Based Training 	Technical training
	Quality Parameter training
	Skills Development Program
	Professional training
	Team Building Program
	Managerial Attitude Building Program
	Safety Measures Training Program

- **On the job Training-** In this method of training, trainees are learning while actually doing the job under the supervision of his immediate boss. The main advantages of this method are that trainees learned in a relatively shorter period of time and this method is economical too.
- **Mentoring-** It is another method of Employee training under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counsellor, or guide

to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge.

- **Job Shadowing-**

It is a delivery mode of training that is generally suggested when the employee's interest area is to be identified. In such training the trainee has to work along for few hours to few weeks with the professional so as to observe his job and understand the job requirements for the work. This delivery mode helps an employee in getting a right feel of job. Through job shadowing the employee will clearly understand that whether the job is of his interest or not.

Benefits of Job shadowing-

Generally job shadowing is used to deliver training such as technical training, quality training, skills training etc. Job shadowing provides a clear picture of the job specification, description of the work-life of an experienced professional. Such training can help in deciding whether a person likes the job, he enjoys working or he/she is passionate about it or not. It is like helping an employee to plan a career in his/her field of interest and match the skills and talents he/she possesses and requires for the job in his/her interest area.

As job shadowing is a short term training it aids the employee in deciding his/her interest area and the HR department can plan future training for him/her in the same area so that he/she can develop himself/herself in the planned area.

The Importance of Job Shadowing-

Job shadowing is the opportunity to observe an employee performing their daily work routine in their environment. It allows him to explore specific careers and to get a realistic picture of the tasks performed for that job.

- **Job Swapping or Job Rotation-** It is also known as “short-term lateral transfer”. In this method, employees are being sent to different departments to work for. Thereby they get wide exposure and opportunities to learn various functions. In this method too, employees work under a supervisor.
- **Vestibule Training-** This method training is used when supervisor cannot fulfill all need of training of employees. The remaining portion of the training is assigned to a different unit known as Vestibule School.

Vestibule training has the advantage of training a large number of trainees without disturbing on-going operations. Moreover, the trainee avoids the confusion and pressure of the work situation and thus is able to focus on learning.

- **Web-based Training (WBT)**

It is a training that is delivered with the help of internet. The web based training can be imparted at global level as it does not require physical connectivity. It is a new trend in the global world as it has increased the possibilities of skill improvement, learning, development from the expert trainers from the whole globe and similarly the trainees can also be cross country people.

The web based training is imparted at three distinctive modes:

- a. In real time that is in synchronous form where the trainer and the trainee are connected at the time of training live with the help of internet.
- b. In not real time that is asynchronous where the training sessions are uploaded by the trainer and the trainee can watch those according to his own convenience.
- c. Combination mode where the training is imparted through both live session and uploaded sessions.

Many technological and even subject oriented courses can be delivered with the help of WBT courses.

The Internet and multimedia serve as core vehicles for the modern WBT. WBT can be provided to various sectors like education, consulting, content management, technology, services and customer service.

Budget

How much will be the cost of training? The answer of this question will be given through budget. The budget becomes the major parameter while finalizing the type of training. Any training which is not supported by proper budget can easily fail for example a web-based training might but lead to results if the budget does not permit association of the trainee on the web platform.

The budget aspect does not only consider the money spent during the period of training which could be the cost of developing and delivering the training content but also consider the time that is required to impart training. The value of the time of those people who are engaged in the training is also a major consideration, the work that stay unaccomplished many lead to additional cost to the company. For finalizing the budget of the training session the actual cost of material

and supplies and is to be estimated the cost of delivering the training session is to be estimated including the cost of the trainer and any other director indirect cost associated with training.

Training Delivery Style

The training delivery style is the next thing that is to be finalized after the budget considerations. In the delivery method the best style to delivering the training is confirmed along with the importance of such delivery mode. All the trainees may not have equal ability to comprehend with technological aids like PowerPoint or Overhead Projector (OHP) etc. they may learn in different manner such as through audio, any other visual aid, or through physical activity known as kinesthetic. In the delivery style the trainer decides the ice breakers, the breakout discussions, and activities that will be used in the training session.

The objective of the training session is to be interactive as well as interesting. Management Games, physical activities, role plays, use of interactive media, online videos and many other interesting activities could be planned so as to make the training interesting and result oriented.

Audience Analysis

Audience analysis next step in planning the training design framework. Who is the audience? is a question that every trainer need to answer while planning the training sessions. Whether the employee who will be trained are new or are already working in the organization, they are experienced or are fresher, they belong to which department, they are already aware of the basic ideas to very naïve to the training topic. Many such questions about the audience will help the HR department and the trainer is developing the appropriate material for training and will also help in deciding the delivery style that makes the training result oriented.

For example, if the shop floor production department is to be trained about new quality parameters, the trainer is assured that all the people who are attending the training are experienced and belong to the same department; the trainer can focus specifically the quality parameters. But if the similar training is to be imparted to a mixed group who are not aware of the shop floor production then the trainer has to give an initial brief about the production process before moving towards the quality parameter training.

Content Development

The content in the training session is the key, the trainer has to develop the training material with utmost caution and efficiency. It is one of the most time-consuming aspects of training. A well-structured and planned content enhances the chances of the training to achieve the planned learning objectives. A clearly defined learning objective is the basic requirement for a more focused approach towards training. Every employee in a learning situation wants to know what is expected of him and how well he is responding or doing.

Few samples of learning objectives are stated below:

1. The trainee should be able to handle the hazardous chemical when in need and should be able to pass instruction if it is required.
2. The trainee should be able to utilize the team decision process model.
3. The trainee should be able to redesign the billing statement to include the expanded services.
4. The trainee should be able to revise the performance appraisal procedures and forms to include new measures and requirements.

5. The trainee should be able to understand the dimensions of gender sensitivity at work place and also sexual harassment and should be able to recognize sexual harassment at the workplace.
6. The trainee should be able to describe the policies and structure of the company.

After the development of the objectives and goals, trainer can begin to develop the contents of the training, consideration of the learning methods, such as discussion and role playing etc.

Timelines

The HR department needs to plan the timeline for the training. The training can be randomly scheduled on the basis of urgent requirement such as training might be scheduled for making the employees aware of new quality standards or to introduce them with some technology in production and many such situations. Another way could be fixing the schedule for training, the HR department can plan the training need assessment on specified and period and then training can also be prescheduled accordingly such as orientation and induction for new employees can be conducted on every first Thursday of the month.

Normally a planned and dependable schedule of training reduces uncertainty and ensures good participation. A planned training helps the trainee as well as the trainers in scheduling their tasks accordingly.

The HR department will also have to take care that how much time a training schedule is requiring on the behalf of the trainer as well as the trainees. If training takes a day, it is fine but sometimes training may require a week or so, in such a case proper planning is to be done. It is to be ensured that the work of the trainee should not suffer during the period of training. So the HR

department needs to take care that how much time is required to deliver the training. The training should be result oriented as well as concise and realistic.

A more programmed and dependable training schedule can be developed by the organization in order to eliminate any inconsistency, it can be understood through following example:

1. Induction and orientation of new employees will be help on the first Wednesday of every month.
2. On second and third Thursday vestibule training will be imparted to develop management and communication skills.
3. In the month of March and September i.e. twice in a year, training on safety measures will be held.
4. Gender sensitization and sexual harassment training will be held in the first week of December so as to ensure meeting of legal company requirements.

Communication

Once the training content is developed, the time frame is fixed, the Hr department has the responsibility of to communicate training to the employees who will be attending the training. For example in case of orientation and induction training the employees who have to attend the training as well as the manager under whom these employees work will be communicated about the scheduled timings and also the period of time the training session will take.

The idea of communication is that the trainees can schedule their task in the organization according to the training schedule and can ensure maximum participation. Planning training according to the people schedule will ensure success and results from training. For

communicating the training schedule the HR department can use company's intranet, e-mail, notice, or even posters.

Measuring Training Effectiveness

After completion of training it is important for the trainer and the HR department to ensure the planned training objectives is met. One of the widely used model for measuring the effectiveness of training is Kirkpatrick model developed by Kirkpatrick in the year 1950. The model consists of four levels:

- a. Reaction: in it the reaction of the trainees toward the training program is collected, measured and analyzed.
- b. Learning: in it the performance of the trainees is measured in order to know the improvement in his knowledge and skills.
- c. Behavior: in it the behavior change of the trainees is measured so as to measure the affect of training on the employee behavior.
- d. Results: in it the result of the training program is observed, it is identified that what all benefits are derived by the trainers and the organization as a whole after the accomplishment of the training.

Variety of methods can be used to assess the Kirkpatrick's model of measuring training effectiveness.



Figure - Kirkpatrick's Training Evaluation Model

a. Reaction

In this level the reaction of the trainee is measured. The reaction of the trainee is his/her feedback about his/her experience during the training, the value he/she derived from the training, the quality of the content and material and the effectiveness of the trainer.

The reaction of the trainees helps the HR department in understanding how the training is received by the audience and also helps them in gauging the area for improvement.

b. Learning

The second level measures the learning that the trainees have acquired in the process of training. The HR department has to confirm that the learning objectives are met with the real time learning from the training.

The result orientation of the training leads to creating an appropriate measure for measuring the results. If the training was attitudinal training then the attitude change is to be measured,

if it was a safety training that the awareness towards procedure is to be measured, if it was skill development training then the enhanced skills are to be measured. The learning measurement is a feedback for not only the trainees but for the trainer and the HR department as a whole.

c. Behavior

The third level is of evaluation of the behavioral change that had occurred due to the imparted training. It is a phase where the HR department can evaluate the applicability of learning in the work environment by the employees.

Behavioral changes change can be expected only when the conditions are favorable. For measuring the change in the behavior due to training it is important that HR department ensure measuring the behavior before training so that the changes are easily recognizable. However, just because behavior has not changed, it does not mean that trainees have not learned anything. The trainee might not be able to apply his learning and new knowledge he/she have acquired due to his manager or supervisor or sometimes he/she might not have the desire to change his behavior and apply the acquired knowledge.

d. Results

At the fourth and the last level the final results are analyzed. In this the final outcome of the training is measured, for measuring the final outcome. The HR department determines the benefit of the training to the whole organization such as customer relationship management training had resulted in better customer relationship of the company and a very positive

change in the behavior of the customer executive in treating and handling the customers then it can be best analyzed and interpreted that the training outcomes were positive.

The above stated is the training design framework that the HR department can use for framing the training programs for the employees of the organization. More planned and organized the training design will be more result oriented the training would be for the company.



Check Your Progress- B

Q1. Discuss various phases of Training Design development with suitable diagram.

Q2. Discuss any four methods of developing Training Design.

Q3. Write a short note on WBT.

Q4. Explain Kirkpatrick Four Level Model of Training Design.

Q5. State True or False from the following-

- a) Training Design is as same as providing Training.
- b) Job Rotation means movement of employees.
- c) There is no need to consider delivery mode while preparing Training Design.
- d) Measuring effectiveness of training is a factor that can be avoided.
- e) Trainer should not bother about Budget while making Training Design.

Q6. Multiple Choice Questions-

- (1) Training Design is related to
 - (a) Drawing
 - (b) Development
 - (c) Skills
 - (d) Style
- (2) First step in Training Design Development is to identify
 - (a) Need of training
 - (b) Budget
 - (c) Method
 - (d) Audience
- (3) Mentor is a person who is a
 - (a) Labour
 - (b) Guide
 - (c) Employee
 - (d) Owner
- (4) Kirkpatrick Model has
 - (a) 1 level
 - (b) 2 level
 - (c) 3 level
 - (d) 4 level
- (5) Which one is not related with Kirkpatrick Model
 - (a) Reaction
 - (b) Communication

- (c) Learning
- (d) Behaviour

Evaluation of Training Design

a. Evaluation of Contextual factors

For evaluating the effectiveness of the training it is necessary to evaluate the training program, its feedback, review but it equally important to measure the trainees' attitude, behavior, knowledge base before the training. Evaluation should, therefore, be done for both pre-training and post-training work.

During pre-training the training need assessment is the first thing to be executed, then the criteria for sending individual for training is decided and then the timing and the sequence of the training is finalized. ,.

In post-training the HR department helps the concerned managers to plan and utilize the participants' effectiveness and knowledge that they have acquired through training. Following aspects of the training are evaluated:

- a. **Evaluation of training inputs-** This comprises of evaluation of training curriculum and its sequencing.
- b. **Evaluation of training Processes** – while evaluating the training process the climate of the training organization, the relationship between trainees and trainers, the general attitudes and approaches adopted by the trainers, the selected training methods etc., are the elements which are evaluated to ensure training effectiveness.

- c. **Evaluation of training outcomes-** the training outcome is the result of all the time and money that is spend in the process of training, measuring the results and the outcomes of the training programme leads to understand the real benefits that are derived from the training. Tough the benefits of training program are not always easily measurable.

It is important for the HR department to measure the effectiveness of the training so as to ensure the learning objectives are achieved and value for money is derived. It is also helpful in taking further steps for improvement. Association of rewards with training ensures increased effectiveness of training.

6.6 SUMMARY

Training design or instructional design is the process of creating a blueprint for providing training. In short, it comprises the methodology for development of raining. It also means to reduce the gaps in training already provided and refresh them with new material for better performances. It also allows individual or group to grow their skills as well as improving their roles.

While developing a training program there are various considerations, a strong and a smart design ensure complete, effective and result oriented execution of the training design. Individual, occupational and Organizational training need assessments are done by HR department. Various factors are considered developing a training design such as delivery mode, delivery style, budget considerations, audience analysis and many more.

The training Program Framework Development i.e. the training design is a process in which the steps of training needs identification is done, the learning objectives are framed, the mode of

delivery is fixed, budget is allocated, audience analysis is conducted. The HR department then develops the contents for training and fixes the timelines.

One of the major aspects to be taken care while developing a training design is developing a format for measuring training effectiveness. A very popular model is the Kirkpatrick model developed for measuring the effectiveness of training. The levels in the model are identifying the reaction of trainees, in it the reaction of the trainees toward the training program is collected, measured and analyzed. Then estimating the learning, in it the performance of the trainees is measured in order to know the improvement in his knowledge and skills. Then observing the behavior change, in it the behavior change of the trainees is measured so as to measure the effect of training on the employee behavior. And then the results of training are measured, in it the result of the training program is observed, it is identified that what all benefits are derived by the trainees and the organization as a whole after the accomplishment of the training.

The HR department of the company should always evaluate the training design so as to ensure the learning objectives are achieved and value for money is derived. It is also helpful in taking further steps for improvement. Association of rewards with training ensures increased effectiveness of training.



6.7 GLOSSARY

Training Design - Training design or instructional design is the process of creating a blueprint for providing training. In short, it comprises the methodology for development of Training.

Learning Objectives - A learning objective can be defined as company's expectation from the employee after training.

Trainees and Trainer – Trainees are the ones who undergoes the training in order to improve their skills, knowledge, awareness etc. the trainer is the one who imparts the knowledge and deliver the designed content to trainees.

Learning Styles – the learning style is the pattern of learning of the group under training. In order to achieve excellent results of the imparted training it is important to use a learning style model which is appropriate.

Mode of Delivery – mode of delivery is the pattern of delivery a type so training so as to ensure the training is delivered in the most result oriented manner.

Visual learner – is generally the one who visualize every event in-front of himself/herself. He is usually the one who has a clear “picture” of an experience.

Auditory learner - This style of learner learns fast and effective with the help of sounds and audios.

Kinesthetic learner- is the one who learns through development of feelings toward any experience. They learn by conducting or performing a task.

Job Shadowing- is a delivery mode of training in which the trainee has to work along for few hours to few weeks with the professional so as to observe his job and understand the job requirements for the work. Through such training he/she clearly understand that whether the job is of his/her interest or not.

Job Swapping or Job Rotation- In this method, employees are being sent to different departments to work for. Thereby they get wide exposure and opportunities to learn various functions.

Vestibule Training- This method training is used when supervisor is unable to fulfill all need of training of employees. The remaining portion of the training is assigned to a different unit known as Vestibule School.

WBT- (Web Based Training), Training imparted with the help of Internet, and thus ensures global association of the trainer and the trainee.

Audience – is a group of target people for whom the training is developed and imparted accordingly.

Content Development – it is the process of developing a well structured and planed content to enhance the chances of the training to achieve the planned learning objectives.



6.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

- (i) Training Design is the process of creating a..... (blueprint)
- (ii) Training Design basically develops.....(instructional activities)
- (iii) Training Design removes theof previous training programmes. (gaps)

Check Your Progress –B

Answer: (a) F (b) T (c) F (d) F (e) F

Answer: (1) b (2) a (3) b (4) d (5)

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6.10 SUGGESTED READINGS

- Tripathi, P.C., Human Resource Management, Sultan Chand & Sons, New Delhi
 - Pareek, Udai, Designing & Managing Human Resource System, Oxford Pub. Co., New Delhi.
 - Aswathappa, K., Human Resource and Personnel Management, Tata McGraw Hill, New Delhi.
 - Monappa, A. & Saiyadain, M., Personnel Management, Tata McGraw Hill, New Delhi.



6.11 TERMINAL QUESTIONS

- Q1. Explain the Concept of Training Design. Discuss the process of Training Design development.
- Q2. Discuss various types of training.
- Q3. Discuss the importance of identifying the needs of training while developing Training Design.
- Q4. How to evaluate the process of Training Design?
- Q5. Discuss the Kirkpatrick's model used for evaluation of training in an organization with diagram.

UNIT 7 DETERMINING TRAINING OBJECTIVES

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Benefits of training objectives
- 7.4 Components of training objectives
- 7.5 Development of training objectives
- 7.6 Factors determining training objectives
- 7.7 Training objective types
- 7.8 Models of training objectives
- 7.9 Characteristics of well defined training objectives
- 7.10 Summary
- 7.11 Glossary
- 7.12 Answers to check your progress
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- 7.15 Terminal Questions
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7.1 INTRODUCTION

Training objectives are the goals that trainers expect trainees to achieve by the end of a training workshop or lesson in an organization.. For instance, a company may want employees to master a technical skill that's useful in the workplace. Objectives often include specific details about the training and what resources trainees require to complete the training. The training objectives provide direction to the training programme; they serve as a basis for evaluation. It is a tool for meeting participants training needs and they define limits for the programme. It offers a clear guide for both learners & teachers. This way, the training stays on track and meaningful. When training goals are clear, learners can see what they need to achieve. It helps them set personal goals and monitor their progress.

Training objectives play an important role in good training program. They act like a map for trainers learners to reach specific, measurable, and achievable results. These goals give a solid direction, focus, and aim for the training. They make sure that learners pick up the skills they need.

knowledge, and competencies to perform their jobs successfully and support organizational goals. Well-crafted training objectives ensure that the training program is aligned with the organization's overall mission, vision, and strategic objectives and that learner are equipped to apply their new skills and knowledge in real-world situations. By establishing clear training objectives, trainers can create a structured and targeted training program that engages learners, promotes meaningful learning, and delivers tangible results. Effective training objectives also enable trainers to assess learner progress, evaluate training effectiveness, and make data-driven decisions to improve future training initiatives. Ultimately, training objectives play a vital role in ensuring that the training program is relevant, impactful, and contributes to the organization's success.

7.2 *OBJECTIVES*

After reading this unit you will be able to:

- Understand the benefits of training objectives
- know about components of training objectives
- Learn how to develop training objectives
- Understand about the factors determining training objectives
- Know about the various types of training objectives
- Understand about the various models of training objectives
- Learn about the characteristics of well defined training objectives

7.3 *BENEFITS OF TRAINING OBJECTIVES*

Here are the main benefits of training objectives:

1. Enhance learning outcomes:

Training objectives can really boost how much people learn! They give a clear path for the training program. When we set specific goals that are easy to measure, learners feel more excited. They engage with the content better, remember things easier, and can use their new skills confidently.

Having well-defined objectives also helps trainers create activities that hit the mark. It makes certain that learners reach their goals by designing good assessments and evaluations and can demonstrate their newfound proficiency. This, in turn, leads to improved job performance, increased productivity, and enhanced overall learning experience.

2. Improve training effectiveness:

When the training is focused and relevant, it works better. With clear objectives in place, trainers can tailor the content to fit just right. Plus, when learners know exactly what they're going to gain and how it'll help them, they get more involved in the process, activities, and assessments that align with the learners' needs and organizational goals. This leads to a more efficient use of training time, increased learner engagement, and better retention of information. As a result, the training program is more effective in bridging skill gaps, improving performance, and driving business results, ultimately leading to a higher return on investment (ROI) for the organization.

3. Increase learner engagement:

Training objectives increase learner engagement by providing a clear understanding of what is expected and what they will achieve through the training. Nice objectives can spark curiosity. They encourage participants to jump in actively and take charge of their own learning experience. As learners work towards achieving the objectives, they experience a sense of accomplishment and progress, leading to increased enthusiasm, interest, and engagement in the training program.

4. Support evaluation and assessment:

Training objectives support evaluation and assessment by providing a clear benchmark for measuring learner performance and training effectiveness. With well-defined objectives, trainers can develop targeted assessments and evaluations that align with the desired outcomes, allowing them to accurately measure learner progress and achievement. This enables trainers to identify areas of strength and weakness, make data-driven decisions, and

refine the training program to better meet learner needs. Trainers can use these objectives when they evaluate — this way, they know if learners have picked up the needed knowledge, skills, and attitudes. They also help guarantee that the training is hitting its marks. Also, these objectives keep training aligned with what organizations hope to achieve. By connecting the training program to specific, measurable outcomes, they're supporting bigger goals of the company.

5. Align training with organizational goals:

When trainers set objectives linked to key performance indicators (KPIs) or business results, it's like hitting two birds with one stone! This connection makes sure that what's taught gives people the skills and knowledge they need to succeed at work.

In the end, aligning training with organizational goals helps everyone win! Organizations can meet their strategic objectives, perform better, & stay competitive while getting great value from their investment (ROI).

7.4 COMPONENTS OF TRAINING OBJECTIVES

Following are the main components of training objectives:-

1. Performance Statement

The performance statement is a critical component of training objectives, clearly describing Like any program evaluation, the learner outcomes may help you assess what learners will be able to do or demonstrate once they have completed the training program. The outcome should be precise, measurable, and it should support the behaviour or skill that we are trying to achieve.

2. Conditions Statement

The conditions statement outlines the context, constraints, or resources that learners will have available to them when performing the desired skill or behaviour. This statement ensures that learners are prepared to apply their new skills in real-world situations.

3. Standards Statement

The standards statement specifies the criteria or standards that learners must meet to demonstrate mastery of the desired skill or behaviour. This statement ensures that learners meet the required level of performance and quality.

4. Behavioural Verbs

Behavioural verbs are action-oriented verbs that describe the desired behaviour or skill, such as "demonstrate," "apply," "analyze," or "evaluate." These verbs help to create a clear and specific performance statement.

5. Measurable Criteria

Measurable criteria provide a clear benchmark for evaluating learner performance and progress. This includes quantifiable measures such as "reduce errors by 20%," "increase productivity by 15%," or "achieve a score of 80% or higher."

6. Desired Outcome

The desired outcome states the specific outcome or result that learners will achieve by demonstrating the desired skill or behaviour. This result should be in tandem with the broader organizational goals and objectives.

7. Learning Domain

The learning domain specifies the type of learning that will occur, such as cognitive, affective, or psychomotor. This ensures that the training objective is focused on the appropriate type of learning.

8. Timeframe

The timeframe specifies the total duration within which learners will achieve the desired outcome. This creates a sense of urgency and focus, ensuring that learners stay on track and motivated in the systematic way.

7.5 DEVELOPMENT OF TRAINING OBJECTIVES

Creating objectives may be the first step in developing a training programme. Here are six steps you can follow to create training goals:

1. Learn about SMART objectives

A SMART goal is a clear and focused objective for training programs that is specific, measurable, achievable, relevant, and time-bound.

Having specificity means that the goal is clearly outlined and easily comprehensible, eliminating any chance for misunderstanding.

Measurability allows for the assessment of progress and achievement, providing a clear benchmark for success.

Achievability ensures that the objective is realistic and attainable, taking into account the resources and constraints involved.

Relevance aligns the objective with the organization's overall goals and priorities, ensuring that the training program addresses a critical need.

Urgency and recognition are advocated by a time-bound method that includes a closing date or time limit for accomplishing a purpose. By setting SMART objectives, training programs can ensure that learners acquire the necessary knowledge, skills, and attitudes to perform their jobs effectively, and that the organization achieves its desired outcomes.

Example of a SMART objective:

"By the end of the 6-week training program, 90% of customer service representatives will be able to resolve customer complaints in a fair, empathetic, and timely manner, resulting in a 25% increase in customer satisfaction ratings, as measured by post-training evaluations and customer feedback surveys."

2. Establish the learning outcomes

It's important to list all the skills or lessons you expect trainees to master once they have completed the session. For instance, a restaurant may state that it would like new employees to learn how to create a rice dish. Establishing this as an outcome allows the trainer to list all the required steps for trainees to be able to cook such food. Learning outcomes can also guide a company on who to employ as a trainer. For instance, if a company wants employees to learn about insurance policies, they may ask an insurance broker to lead the training.

3. Align activities to meet the desired results

At this point, it's necessary for you to determine which activities can help the business achieve its objectives. For instance, if the training objective is to learn how to bake a cake, activities may include learning how to measure ingredients, use an oven, make the dough and decorate the cake. The list of activities can also serve as a guide to determine how much time to allocate for the training session.

4. Match the objectives with company goals

It's important to ensure that your training programmes support the goals of the business. For example, if a company's goal is to reduce environmental pollution, objectives can incorporate learning about the environment and the importance of conservation. Creating objectives that match company goals can ensure that the training remains relevant for a long period. To determine a company's goals, you can refer to the mission statement, vision statement and company values.

5. Determine potential challenges

It's important to list any challenges that may affect the training process. This helps a company to prevent or prepare for such issues. Possible challenges may involve the training duration or the availability of instructors, funds or venues. In addition, employees may find the training programme too challenging. For issues such as learning difficulties, it's important to recognise the different learning styles of each trainee and attempt to find solutions. You can use a mixture of different learning materials such as lectures, videos, and animations to ensure every trainee participates in the session. You may also find it useful to get suggestions from trainees so that the training session fits everyone's requirements. Trainers can get feedback from trainees who have already completed a programme to determine if the objectives were SMART.

6. Write down the objectives

A written list of objectives is a useful tool that trainees and trainers can use as a reference during the training session. It's important to create a list that is short and easy to interpret. You can also proofread the objectives list to ensure there is no grammar or spelling mistakes. To ensure that every trainee has access to the objectives, you can print and distribute copies to each employee. Alternatively, you can post them on a large board that every trainee can read. Writing down the objectives may also serve as a useful guide after training is over.

7.5.1 ADVANTAGES OF TRAINING OBJECTIVES:

Here are the main advantages of determining training objectives:

1. Clear Direction and Focus

Determining training objectives provides clear direction and focus for the training program, ensuring that:

- Everyone involved in the training program is working towards the same goals
- Learner are aware of the expectations placed upon them, allowing them to direct their efforts appropriately.
- Instructors are able to create and implement training programs that are pertinent and impactful.
- Resources and financial allocations are managed in a manner that maximizes efficiency and effectiveness.

2. Improved Learning Outcomes

Objectives of training are essential in guaranteeing that learners obtain the requisite knowledge, skills, and attitudes to perform their jobs effectively, leading to:

- Improved job performance and productivity
- Increased confidence and competence
- Enhanced career development and advancement opportunities
- Better alignment with organizational goals and priorities

3. Enhanced Evaluation and Assessment

With clear objectives, evaluation and assessment become more effective, allowing for:

- Measurement of progress and achievement
- Identification of areas for improvement
- Adjustment of training programs to meet changing needs
- Demonstration of return on investment (ROI) and training effectiveness

4. Increased Efficiency and Productivity

Training objectives help to ensure that training programs are relevant, efficient, and productive, reducing:

- Waste and unnecessary content
- Time and resources spent on ineffective training
- Frustration and demonization among learners
- Opportunity costs associated with ineffective training

5. Better Alignment with Organizational Goals

Training objectives ensure that training programs align with the organization's overall goals and priorities, contributing to:

- Achievement of strategic objectives
- Enhanced organizational performance and competitiveness
- Improved communication and collaboration among teams and departments
- Increased employee engagement and commitment

6. Improved Communication and Stakeholder Buy-in

Determining training objectives facilitates communication among stakeholders, ensuring that:

- Everyone is aware of the training program's purpose and goals
- Expectations are clear and managed
- Support and resources are allocated effectively
- Training programs are relevant and effective

7. Reduced Costs and Resources

By focusing on specific objectives, training programs can reduce costs and resources, allocating them more effectively, and:

- Reducing waste and unnecessary expenditure
- Minimizing opportunity costs
- Maximizing return on investment (ROI)
- Enhancing the overall efficiency and effectiveness of the training program

7.5.2 DISADVANTAGES OF TRAINING OBJECTIVES

The primary drawbacks of training objectives are as follows:

1. Overly Narrow Focus

Establishing training objectives may result in an overly narrow emphasis on particular skills or knowledge, potentially overlooking other critical components of the training program, such as:

- Soft skills development
- Critical thinking and problem-solving
- Creativity and innovation

- Emotional intelligence and empathy

This narrow focus can result in learners who are not well-rounded or prepared for the complexities of the workplace.

2. Inflexibility

Rigidly defined objectives can make it difficult to adapt to changing circumstances, such as:

- New technologies or tools
- Changes in industry regulations or standards
- Shifts in organizational priorities or goals
- Unexpected challenges or opportunities

Inflexible objectives can lead to training programs that are outdated, irrelevant, or ineffective.

3. Overemphasis on Measurement

The focus on measurable objectives can lead to an overemphasis on quantifiable outcomes, neglecting qualitative aspects of learning, such as:

- Learner engagement and motivation
- Critical thinking and problem-solving
- Vision and modernization
- Social awareness and Sensitivity

This overemphasis on measurement can result in a lack of depth and richness in the learning experience.

4. Limitations of Standardization

Standardized objectives may not account for individual differences in learners' needs, abilities, and learning styles, leading to:

- One-size-fits-all approaches that neglect learner diversity
- Ineffective training programs that fail to engage or motivate learners
- Inadequate support for learners with special needs or requirements

Standardized objectives can lead to a lack of personalization and flexibility in the training program.

7.6 FACTORS DETERMINING TRAINING OBJECTIVES

Here are the following factors:-

1. Organizational Goals and Objectives

Training objectives are significantly determined by the organization's overall goals and objectives. It is imperative that the training program corresponds with the company's mission, vision, and strategic objectives, thereby enabling learners to develop skills and knowledge that foster positive business results. Such alignment is vital to ensure that the training program produces the expected outcomes and contributes effectively to the organization's success. Trainers must consider the organization's short-term and long-term goals, as well as its core values and competencies, when setting training objectives.

2. Learner Needs and Requirements

The needs and requirements of the learners play a vital role in determining training objectives. Trainers must consider learners' current skills, knowledge gaps, and performance issues to create targeted objectives that address their specific needs. This involves conducting needs assessments, analyzing performance data, and soliciting feedback from learners and stakeholders. By understanding learners' needs, trainers can create objectives that are relevant, meaningful, and engaging.

3. Job Requirements and Tasks

The tasks and responsibilities associated with a particular job or role significantly influence training objectives. Objectives should focus on the skills, knowledge, and competencies required to perform the job successfully. Trainers must analyze job descriptions, performance standards, and industry requirements to identify the essential skills and knowledge required for the job. This ensures that learners acquire the necessary skills and knowledge to perform their job duties effectively.

4. Performance Gaps and Deficiencies

Performance gaps and deficiencies identified through assessments, evaluations, or performance reviews also determine training objectives. Objectives should address specific skill or knowledge gaps that hinder job performance. Trainers must identify the root causes of performance gaps and create objectives that address these gaps. This involves analyzing performance data, identifying trends and patterns, and creating targeted objectives that address specific performance issues.

5. Industry Standards and Regulations

Industry standards, regulations, and compliance requirements significantly influence training objectives. Objectives should ensure that learners meet relevant standards, regulations, and certification requirements. Trainers must stay up-to-date with industry developments, regulatory changes, and certification requirements to create objectives that meet these standards. This ensures that learners acquire the necessary skills and knowledge to comply with industry requirements.

6. Available Resources and Budget

The available resources and budget also play a crucial role in determining training objectives. Trainers must consider the resources, time, and budget allocated to the training program when setting objectives. This involves prioritizing objectives, allocating resources effectively, and ensuring that objectives are achievable within the given constraints.

7. Learning Theory and Principles

Finally, learning theory and principles significantly influence training objectives. Trainers should apply adult learning principles, instructional design models, and cognitive psychology principles to create effective objectives. This involves understanding how learners process information, retaining knowledge, and applying skills. By applying learning theory and principles, trainers can create objectives that promote meaningful learning, engagement, and retention.

7.7 TYPES OF TRAINING OBJECTIVES

Here are the types of training objectives used in the organization.

1. Knowledge Objectives

Knowledge objectives focus on the acquisition of new information, concepts, and theories. They aim to enhance learners' understanding and recall of specific subject matter. Examples include:

- Identifying key terms and definitions
- Describing key concepts and theories
- Explaining processes and procedures

2. Skill Objectives

Skill objectives focus on the development of new skills, abilities, and competencies. They aim to enhance learners' ability to apply knowledge in practical situations. Examples include:

- Demonstrating a new technique or procedure
- Applying a new skill or process
- Solving problems or completing tasks

3. Attitude Objectives

Attitude objectives focus on changing or reinforcing learners' attitudes, values, or beliefs. They aim to enhance learners' motivation, interest, or enthusiasm for a subject or task. Examples include:

- Showing enthusiasm for a new project
- Demonstrating a positive attitude towards change
- Exhibiting empathy towards others

4. Performance Objectives

Performance objectives focus on improving learners' job performance or productivity. They aim to enhance learners' ability to apply knowledge and skills in real-world situations. Examples include:

- Increasing sales revenue by 10%
- Reducing errors by 20%
- Improving customer satisfaction ratings

5. Learning Transfer Objectives

Learning transfer objectives focus on ensuring that learners apply what they have learned in the training program to their job or real-world situations. They aim to enhance learners' ability to transfer learning to new contexts. Examples include:

- Applying new skills to a real-world project.
- Sharing knowledge with colleagues or team members.
- Identifying opportunities to apply learning in new situations.

6. Return on Investment (ROI) Objectives

ROI objectives focus on measuring the financial impact of the training program on the organization. They aim to enhance the organization's bottom line by improving productivity, efficiency, or profitability. Examples include:

- Increasing revenue by 15%
- Reducing costs by 12%
- Improving return on investment by 20%

7.8 MODELS OF TRAINING OBJECTIVES

Here are the key models of training objectives used in the organization.

1. The ABC Model

The ABC Model of training objectives is a simple yet effective framework for creating clear and actionable learning outcomes. The model consists of three components: Audience, Behaviour, and Condition.

--**The Audience component** identifies the target learners and their characteristics, such as job roles, skills, and knowledge levels. This ensures that the training is tailored to meet the specific needs of the learners.

--**The Behaviour component** describes the specific actions or behaviours that learners will demonstrate after completing the training. This should be stated in clear and concise language, using verbs such as "identify," "explain," "demonstrate," or "apply." The behaviour should be observable, measurable, and achievable.

--**The Condition component** specifies the context, constraints, or circumstances under which learners will perform the desired behaviour. This could include factors such as time limits, resources, or environmental conditions. By specifying the condition, trainers can ensure that learners are prepared to perform in real-world scenarios.

Through the use of the ABC Model, trainers are able to establish training objectives that are straightforward, concise, and capable of being acted upon. For example: "By the end of this training, sales representatives (Audience) will be able to identify and explain the key features and benefits of our new product (Behaviour) within a 10-minute presentation to a potential customer (Condition)." This objective clearly states what learners will be able to do, under what conditions, and ensures that the training is focused on achieving a specific outcome.

2. The IPS Model

The IPS Model of training objectives is a comprehensive framework that ensures training programs are effective, efficient, and sustainable. IPS stands for Instructional, Performance, and Sustainability.

The focus of the **instructional component** is on the educational objectives that learners will attain during the training program. This includes the acquisition of knowledge, skills, and attitudes, which are typically assessed through evaluations or assessments to gauge the effectiveness of the learning experience.

The **Performance component** underscores the skills that learners will be able to demonstrate following the completion of their training. This focus extends beyond the mere acquisition of knowledge, emphasizing the application of what has been learned in practical, real-world contexts. It is essential that performance objectives are specific, measurable, achievable, relevant, and time-bound (SMART).

--**The Sustainability component** ensures that learning is retained and applied over time, leading to long-term impact and benefits. This involves considering how learners will maintain and update their skills, and how the organization will support and reinforce learning. Through the implementation of the IPS Model, trainers are able to establish training objectives that span the full learning continuum, from the onset of instruction to the enduring sustainability of skills and knowledge. For example: "By the end of this training program, learners will understand the principles of project management (Instructional), be able to apply project management tools and techniques to real-world projects (Performance), and demonstrate sustained improvement in project outcomes over the next 6 months (Sustainability)." This objective ensures that learners gain knowledge, apply it effectively, and maintain performance over time.

4. Dave's Model

Dave's model of training objectives is a straightforward and practical framework that ensures training programs are focused, effective, and achievable. The model consists of three components: Do, Act, and Verify.

--The **"Do"** component clearly states what learners will be able to do or demonstrate after completing the training. This should be specific, concise, and actionable, using verbs such as "demonstrate," "apply," or "show." The "Do" component ensures that learners know what is expected of them and can focus their efforts accordingly.

--The **"Act"** component specifies the conditions or context under which learners will perform the desired behaviour. This could include factors such as time limits, resources, or

environmental conditions. By specifying the "Act" component, trainers can ensure that learners are prepared to perform in real-world scenarios.

--The **"Verify"** component establishes the criteria or standard for acceptable performance. This ensures that learners meet the required standards and can demonstrate their competence. It is essential that the "Verify" component is distinct, measurable, and feasible, establishing a criterion for evaluation and assessment.

Through the application of Dave's Model, trainers are able to develop training objectives that are well-defined, brief, and capable of being acted upon. For example: "By the end of this training, learners will be able to demonstrate proficiency in using the new software (Do), within a 30-minute time frame (Act), and achieve a score of 80% or higher on the assessment (Verify)." This objective clearly states what learners will do, under what conditions, and how their performance will be evaluated.

5. The Gagne Model

The Gagne model of training objectives provides an extensive framework that outlines nine instructional events and five learning outcomes, facilitating the creation of effective training programs. The model emphasizes a systematic approach to training design, ensuring that learners acquire the necessary knowledge, skills, and attitudes to perform specific tasks.

The nine instructional events are:

1. Gaining attention
2. Informing learners of objectives
3. Stimulating recall of prior learning
4. Presenting new information
5. Providing learner guidance
6. Eliciting performance
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

The five learning outcomes are:

1. Intellectual skills (problem-solving, decision-making)
2. Cognitive strategies (critical thinking, creativity)
3. Verbal information (knowledge acquisition)
4. Motor skills (physical skills, coordination)
5. Attitudes (values, beliefs, emotions)

Trainers can design training objectives that address particular learning outcomes and include the instructional events required to achieve those outcomes by utilizing the Gagne Model. For example: "By the end of this training, learners will be able to demonstrate problem-solving skills (Intellectual skill) by completing a case study (Eliciting performance) and receiving feedback from the instructor (Providing feedback)." This objective clearly states the learning outcome and the instructional events used to achieve it in the systematic manner.

6. The Kirkpatrick Model

The Kirkpatrick model is a widely used framework for evaluating the effectiveness of training programs. Developed by Donald Kirkpatrick, the model assesses training outcomes at four levels: Reaction, Learning, Behaviour, and Results.

Level 1: Reaction, measures how learners respond to the training, including their satisfaction, engagement, and motivation.

Level 2: Learning, evaluates the knowledge, skills, and attitudes acquired during training, typically through assessments or evaluations.

Level 3: Behaviour, examines how learners apply what they have learned to their job performance, including changes in behaviour, skill demonstration, and transfer of learning.

Level 4: Results, measures the impact of training on organizational performance, including metrics such as productivity, quality, and return on investment (ROI).

By using the Kirkpatrick Model, trainers can comprehensively evaluate training effectiveness, identify areas for improvement, and demonstrate the value of training to stakeholders. For example: "By the end of this training program, learners will rate the training as highly engaging (Reaction), demonstrate a 25% increase in knowledge (Learning), apply new skills to improve sales performance (Behaviour), and contribute to a 10% increase in sales revenue (Results)." This objective clearly states the expected outcomes at each level, providing a clear roadmap for evaluation and improvement.

7.9 CHARACTERISTICS OF WELL DEFINED TRAINING OBJECTIVES

The key elements of clear academic objectives are outlined below:

1. Specificity

A clear and specific learning objective is achieved without any interpretive influence. It shows exactly what students can do, know or demonstrate after completing the training program. Specific objectives ensure that learners and trainers are focused on the same outcomes, reducing confusion and ensuring everyone is working towards the same goals.

2. Measurability

Effective training objectives are measurable, allowing trainers to assess learner progress and achievement. Measurable objectives provide a clear benchmark for evaluating learner performance, ensuring that learners meet the desired standards. This enables trainers to identify areas where learners require additional support or practice.

3. Achievability

Good training objectives are achievable, considering the learners' current level of knowledge, skills, and experience. Achievable objectives ensure that learners are challenged but not overwhelmed, promoting engagement and motivation. Trainers must consider the resources, time, and support available to learners when setting objectives.

4. Relevance

Training objectives should be relevant to the learners' needs, interests, and goals. Relevant objectives ensure that learners see the value and purpose of the training, increasing their engagement and motivation. Trainers must consider the learners' job requirements, industry standards, and organizational goals when setting objectives.

5. Time-bound

Effective training objectives are time-bound, specifying when learners will achieve the desired outcomes. Time-bound objectives create a sense of urgency, focus, and priority, ensuring that learners stay on track and motivated. Trainers must establish realistic timelines, considering the learners' workload, availability, and learning pace.

6. Alignment with Organizational Goals

Good training objectives align with the organization's overall goals, mission, and vision. Aligned objectives ensure that the training program supports business outcomes, improves job performance, and addresses organizational needs. Trainers must consider the organization's strategic objectives, core values, and competencies when setting objectives.

7. Clarity and Conciseness

Clear, concise, and comprehensible training objectives are essential. Clear objectives ensure that learners and trainers are focused on the same outcomes, reducing confusion and ensuring everyone is working towards the same goals. Concise objectives promote simplicity, reducing unnecessary complexity and ensuring that learners can easily comprehend the desired outcomes.

8. Positivity and Focus on Behaviour

Good training objectives focus on desired behaviours, skills, or knowledge, rather than avoiding undesirable outcomes. Positive objectives promote a focus on what learners will achieve, rather than what they will avoid. This approach encourages learners to focus on the desired outcomes, increasing motivation and engagement.



Check Your Progress- A

Q1. Multiple-choice questions (MCQs)

- i. What is the primary purpose of training objectives?
 - a) To identify training methods
 - b) To determine training content
 - c) To specify desired learning outcomes
 - d) To select training equipment

- ii. Which of the following is a characteristic of well-defined training objectives?
 - a) Vague and general
 - b) Specific, measurable, achievable, relevant, and time-bound (SMART)
 - c) Focused on training methods
 - d) Focused on training content

- iii. What should training objectives be aligned with?
 - a) Training methods
 - b) Training content
 - c) Organizational goals and objectives
 - d) Learner interests

- iv. Who should be involved in determining training objectives?
 - a) Only trainers
 - b) Only learners

- c) Trainers, learners, and stakeholders
 - d) Only management
- v. What is the benefit of having clear training objectives?
- a) Easier to change training content
 - b) Easier to select training methods
 - c) Improved focus and direction for training
 - d) Reduced training costs
- vi. What should training objectives focus on?
- a) What learners will know
 - b) What learners will do
 - c) What learners will feel
 - d) All of the above

Q2. fill-in-the-blanks:

- i. Training objectives should be specific, measurable, achievable, relevant, and _____.
- ii. The primary purpose of training objectives is to specify the desired _____
- iii. Training objectives should be aligned with the organization's overall _____
- iv. Well-defined training objectives should include a clear _____
- v. The conditions statement in a training objective outlines the _____
- vi. Measurable criteria in training objectives provide a clear _____
- vii. Training objectives should focus on what learners will be able to _____
- viii. The standards statement in a training objective specifies the _____

Q3. True/false statements

- i. True or False: Training objectives should be vague and general to allow for flexibility.
- ii. True or False: The primary purpose of training objectives is to identify training methods.

- iii. True or False: Training objectives should be aligned with learner interests.
- iv. True or False: Well-defined training objectives include a clear performance statement.
- v. True or False: Measurable criteria in training objectives are optional.
- vi. True or False: Training objectives should focus on what learners will know.
- vii. True or False: The conditions statement outlines the criteria for success.
- viii. True or False: Training objectives should be time-bound to create a sense of urgency.

Q4. SHORT QUESTIONS

- i-. What is the purpose of training objectives?
- ii Why are measurable criteria important in training objectives
- iii What are the main key characteristic of well-defined training objectives?
- Iv- What are the main factors determining training objectives

7.10 SUMMARY

Determining training objectives is a crucial step in designing effective training programs. It involves identifying specific, measurable, achievable, relevant, and time-bound (SMART) goals that learners will accomplish through the training. Training objectives should align with organizational goals, address performance gaps, and consider learners' needs and characteristics. A clearly stated goal should clearly outline the specific skills, tasks, or accomplishments that students will be able to perform, show, or accomplish after finishing the course. Various models, such as the SMART, ABC, IPS, Dave's, Gagne, and Kirkpatrick models, provide frameworks for creating comprehensive training objectives. These models ensure that objectives are focused, achievable, and aligned with desired outcomes. By determining clear and relevant training objectives, trainers can create targeted training programs that enhance learner engagement, knowledge transfer, and application, ultimately driving organizational performance and success. Effective training objectives serve as a roadmap for training design, delivery, and evaluation, ensuring that training programs meet their intended purpose and deliver meaningful results.



7.11 GLOSSARY

1. **SMART-** : Specific, Measurable, Achievable, Relevant, Time-bound (criteria for well-defined objectives)
2. **ABC Model:** Audience, Behaviour, Condition (framework for creating training objectives)
3. **IPS Model:** Instructional, Performance, Sustainability (framework for creating comprehensive training objectives)
4. **Dave's Model:** Do, Act, Verify (framework for creating actionable training objectives)
5. **Gagne Model:** Nine instructional events and five learning outcomes (framework for designing training programs)
6. **Kirkpatrick Model:** Four levels of training evaluation: Reaction, Learning, Behaviour, Results
7. **Training Objective:** A particular declaration of the skills or tasks students will be able to accomplish or show after finishing the course.
8. **Learning Outcome:** A precise declaration of the knowledge, comprehension, or skills learner will acquire after training
9. **Performance Gap:** The difference between current and desired performance levels
10. **Evaluation Criteria:** Standards used to assess learner performance and achievement of objectives.
11. **Needs Assessment:** The process of identifying the gap between current and desired performance.
12. **Learning Objectives:** Specific, measurable statements of what learners will be able to do after training.
13. **Training Needs:** The skills, knowledge, or attitudes required to improve performance.
14. **Job Analysis:** The process of identifying the tasks, duties, and responsibilities of a job.
15. **Task Analysis:** The process of breaking down a job into smaller tasks.
16. **Performance Metrics:** Measures used to evaluate performance.



7.12 ANSWERS TO CHECK YOUR PROGRESS-A

Q1. i- c) To specify desired learning outcomes ii- b) Specific, measurable, achievable, relevant, and time-bound (SMART) iii- c) Organizational goals and objectives iv- c) Trainers, learners, and stakeholders v- c) Improved focus and direction for training vi- : b) What learners will do

Q2. i- (Time-bound). ii- (learning outcomes). iii- (goals and objectives).
iv- (performance statement). v-(context and constraints). Vi-(benchmark for evaluation). Vii- (do or demonstrate) viii- (criteria for success).

Q3. i - : FALSE ii : FALSE iii- : FALSE iv- : TRUE v- : FALSE vi- : FALSE
vii- : FALSE viii- : TRUE

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7.15 TERMINAL QUESTIONS

- Q1. Describe the key components of a well-defined training objective, and explain why each component is essential for effective training.
- Q2. Discuss the various models of training objectives with suitable examples.
- Q3. How do training objectives developed for evaluation of training effectiveness, and what are the main advantages and disadvantages in achievement of objectives?
- Q4. Describe a situation where a training program's objectives may need to be revised or updated, with suitable examples.



7.16 CASE LET

XYZ Corporation, a multinational technology company, has recently acquired a new company, ABC Inc., and is integrating its 1,000 employees into its existing workforce. However, an analysis of ABC Inc.'s training records reveals that many employees lack essential skills in areas such as project management, communication, and leadership, which are critical to XYZ Corporation's success. Furthermore, XYZ Corporation's own employees have expressed concerns about the cultural and operational differences between the two companies, and the need for training to ensure a smooth transition. The Director of Learning and Development has been tasked with developing a training program to address these gaps and ensure that all employees have the necessary skills and knowledge to succeed in their roles. To determine the training objectives, the Director must consider the following questions:

Q1 What are the specific skill gaps that need to be addressed?

Q2. What are the cultural and operational differences between the two companies that need to be addressed?

Q3. What are the available resources (budget, personnel, technology) for the training program?

Q4. What evaluation methods will be used to measure the effectiveness of the training program?

UNIT 8 DIFFERENT METHODS OF TRAINING

13.1 Introduction

13.2 Objective of Training

13.3 Training: Aims

13.4 Training: Concept and Meaning

13.5 Definition of Training

13.6 Features of Training

13.7 Role of Training

13.8 Importance of Training

13.9 Training Process

13.10 Methods of Training

13.11 Suggestions for improving today's training process scenario

13.12 Summary

13.13 Glossary

13.14 Answers to check your progress

13.15 References

13.16 Suggested Readings

13.17 Terminal and Model Questions

13.18 Case Let

13.1 INTRODUCTION

Training and development is a subsystem of an organisation. It ensures that unstructured learning is reduced and learning in a structured way takes place. There should be a behavioral change that needs to take place in structured format. Training and development is a field which is concerned with organisation's learning, a learning related to all employees. Training is aimed at improving the performance of an individual and group in organisational settings.

Training is been known by several names, including human resource development and learning. For any organisation to continue itself and achieve growth there is basic need for developing its manpower resources otherwise called as human resources.

It is one thing to possess knowledge but yet another thing to put it to effective use. It is essential to help develop skills and also update the knowledge. In a rapidly changing society, employee training and development is not only an activity that is desirable but also an activity that an organisation. Training and development play a vital role within the effectiveness of organisations and to the experiences of individuals in work.

Training has recommended for productivity, health and safety at work and private development. All organizations using individuals must train and develop their workers. Most organisations have data of this demand and invest effort and alternative resources in coaching and development.

Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development is very costly.

Training involves all personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support. The coaching personnel should direct their attention and energy from time to time towards supporting training and development all staff. This means they are required to give more attention to activities that are obviously more productive in terms of the organisation's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expert people in the company.

13.2 OBJECTIVES OF TRAINING

Employees at different levels from top level to bottom level and from blue collar worker to white collar worker requires training. Unskilled workers require training in improved methods of handling machines and materials to reduce the cost of construction and waste and to do the job in the most economical way.

A training needs analysis is a way of surveying the training required and can help prioritize different areas of training that are needed by analyzing the business and HR goals and the skills required to meet these goals. Training should be available for those that are already doing well,

as much as those who have areas of difficulty. By refocusing the training needs analysis in this way, you are able to develop programs that focus on successful practices.

1. The primary objective of training and development is to prepare employees new and old towards learning.
2. Training is very helpful regarding certain performance that may be useful for promotions to positions which require added skills and knowledge.
3. Training or learning may range from highly specific instructions in the workplace or as steps in performance of a given job.
4. To organize the workers each new and recent to satisfy this likewise because the dynamical needs of the work and therefore the organization.
5. To stop degeneration (end) of abilities and to impart the fundamental data and skill within the new entrants that they have for an intelligent performance of a certain job.
6. To organize the workers for higher level tasks.
7. To help the workers to operate a lot of effectively in their gift positions by exposing them to the newest ideas, data and techniques and developing the abilities they'll want in their specific fields.
8. To create up a substitute of competent officers and prepare them to occupy knowledgeable positions.
9. To ensure smooth and efficient working of all the departments in the company.
10. To ensure everyone adopts these practices and help those who are already top performers achieve mastery.
11. Another objective is that the training program is highly interactive, and uses only a very limited amount of 'direct input' from trainers. The input does not have to be in presentation format, but can take the form of learning resources such as handouts, display and case studies.
12. The main objective of training and development is to ensure that there is enough or sufficient skilled labour force in the market who are willing to come and work.
13. Other objectives are divided into four like, Individual Objectives where it helps individual employees in achieving their personal goals, which in turn, improves individual contribution to an organisation.
14. Organisational objectives like for example the training programs helps the organization by training all employees irrespective of their positions thereby improving every individual's effectiveness.

- 15. Functional Objectives like maintaining the training programs in such a way that it contributes to the organisation's needs.
- 16. Social Objectives are fulfilled and training programs ensure that an organisation is ethically and socially responsible to the needs and challenges of the society.



Check your progress A:

Before considering specific training techniques, ask yourself these questions:

Q1. What is your training budget?

Q2. How much time has been allotted for coaching among your organisation?

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.....

.....

Q3. What coaching resources and materials does one have at your disposal?

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.....

Your answers to those queries begin with the narrowing method for your coaching decisions.

Q4. Multiple Choice Questions:

1. The following is (are) the benefit(s) of training.

- a) Increased productivity
- b) Reduced accidents
- c) Reduced supervision
- d) All of the above

2. The following training aims to provide broad training to enable the trainee to take up a wide variety of tasks within his field of specialisation
- Demonstration
 - On-the-job training
 - Apprenticeship
 - All of the above
3. Demonstration type of training method is used to train
- Workers
 - Supervision
 - Managers
 - All of the above

13.3 TRAINING: AIMS

Training in organisations have some specific aims or goals in order to seek the overall productivity of the organization. Some of the aims are listed here. Training tries to

1. Relate ideas and principles from the scientific discipline of coaching and development to real activity problems so as to form a constructive contribution to organisations.
2. Recognise the psychological assumptions towards individuals and their related skills and provides training programs appropriately.
3. Understand the conceptual or theoretical factors of training issues and then work on situations that affect decisions concerning the applications of training and development concepts.
4. Provide a basis for making useful training interventions within organisations and evaluating such interventions.

In doing these things, this learning material aims to enable students to develop appropriate understanding of using of different training methods within organisations.

13.4 TRAINING: CONCEPT AND MEANING

Training is a highly useful tool that can bring an employee into a position where they can do their job correctly and effectively. Training is that the act of accelerating the information associated ability of an worker for doing a selected job. It is the responsibility of the management to make necessary changes in the workplace as per the requirement of the job. To survive in the competition and to meet the job requirements, the management must change their policies, rules and regulations.

The organisations face a lot of pressure for the talented or potential work force. The organisations must continuously improve the production methods, cope up with advanced technology and for this the employees must be well trained for their skills.

The workers of UN agency are inclined to attain the work life balance alone can succeed. The success of any organization depends upon the standard of the folks operating for that organization.

In order to keep up the standard of the skilled manpower, several organizations come upon variety of obstacles. These obstacles embody attraction and retentive of the qualified and skilled workers towards the organization. Another obstacle is that the achievement of intelligent, dynamic likewise as passionate folks for the organization.

Major challenge is that the motivation of current workers with completely different techniques and retention of the present employees for maintaining the structure standing within the competitive market.

For extant the business and turning into a winning organisation, coaching could be a tool that may facilitate in gaining competitive benefits. Coaching or training proves to be a parameter for enhancing the power of the work force for achieving the structure objectives. Sensible coaching programs therefore lead to gaining control of the essential goals for the business. Hence, coaching is critical for giving a dynamic approach to the organization. This dynamic approach is critical as a result of each organization that adopts a controlled means of functioning might not be in a position deliver consistent results however a dynamic and versatile organization could do therefore. this can be doable solely due to improved quality of labor life through implementation of coaching programs.

Training can be best understood as planned, structured, and often formalized learning experience. It seeks to develop specific skills and knowledge needed for effective job performance. Historically employees have learnt many of the competencies or skills they need to perform effectively can be achieved only by training.

13.5 DEFINITION OF TRAINING

Let us look into few foreign authors and few Indian author's definitions.

JACK HALLORAN: Training is the process of transmitting and receiving information related to problem solving.

MATHIS AND JACKSON: Training is a learning process whereby people learn skills, concept, attitudes and knowledge to aid in the achievement of goals.

RICKY W. GRIFFIN: Training usually refers to the teaching operational or technical employees how to do the job for which they were hired.

KIRKPATRICK: Training refers to the teaching of specific knowledge and skills required on the individual's present job. The term development refers to the growth of the individual and preparations for higher-level jobs.

According to **MUKHERJEE** organizations cannot survive without training and development of employees. Improvement in skills increases versatility and adaptability of employees that leads to required performance level in the current job.

MIRZA SAIYADAIN stated that "Training is an activity aimed to improve the performance of the existing staff to meet the future needs of the organization".

To conclude, basically training is a planned effort and process, related to helping an employee acquire some specific skills. It may help in improving his or her immediately usable skills, knowledge, concepts; attitudes and behavior to enable him or her perform efficiently and effectively on the present job.

13.6 FEATURES OF TRAINING

Training and development refers to the transmission of specific skills, abilities, associate degreed information to a worker of an organisation. The necessity for employee's coaching is decided by employee's performance deficiency, computed as follows:

Training and Development want = normal Performance - Actual Performance.

The present day IT organizations need people who can make things happen rather than who react to the things happening around them, and who can conceive and create new product or services to cater to the changing needs of the customers. The present need of IT organisations can be met through the well-designed individual centric professional development activities.

Knowledge is the driving force for economy and it empowers organisation's ability to deliver value to its client. In this competitive era, unless our employees are knowledge workers and multitasking, we will not be in a position to cope-up.

Today, most organisations are providing some or the opposite variety of coaching to their workers. High productivity and prime quality of labor life are going hand-in hand. Moreover, organisations have recognized that learning may be a long method. It's a organic process process as worker coaching have a large positive impact on job satisfaction, productivity and ultimately on overall profit of the corporate.

The fact is that coaching and development activity, once fastidiously developed and fittingly dead, will have a fascinating impact on the blue collar employees. The underlying intention of all coaching programs is to extend potency. The outcomes of coaching should be tangible; of course they must complement and support the company's money stability. palmy coaching programs result from thoughtful and heavy coming up with.

Following are some features of training and development:

1. **Skills:** Training helps in imparting skills to employee, an employee needs skills to operate machines, and use other equipment's properly, with minimum damage or wastage. Similarly other skills such as motor skills, interpersonal skills, leadership skills etc. are needed and provided through training program.
2. **Education:** Education helps in teaching theoretical concepts and developing a sense of reasoning and judgment. Education is the understanding and explaining of knowledge. Education must impart qualities of mind and character, and understanding of basic principles and develop the capacities of analysis, synthesis, and objectivity.
3. **Development:** Another component of training and development process is development which is less skill oriented and more knowledge oriented. Knowledge about business environment, management principles and techniques and human relations is useful for better management of the organisation. Development is an effort to provide employees with the abilities that the organisation will need in the future.
4. **Ethics:** There is a need for imparting greater ethical orientation to training and development program. Generally ethics are largely ignored in businesses. Unethical

practices are visible in marketing, finance, production, and even in the personnel department in an organisation. It is important to enlighten all the employees in the organisation and bring about the need for ethical behavior. This awareness of being ethical can be taught only by training.

5. **Attitudinal Changes:** Attitude represents feeling and beliefs of individual towards others. Attitude affects motivation, satisfaction, and job commitment. Negative attitude need to be converted into positive attitude.
6. **Decision Making and Problem Solving Skills:** Learning related to decision making and problem solving skills seeks to improve trainee's abilities to identify problems, collect and analyze information, generate alternative solution and choose the best solution from among the alternatives.

13.7 BENEFITS OF TRAINING PROGRAMS

In a changed economic set up with heavy competition, training and development programs are important. The managerial personnel or the managers cannot survive without learning. David Ewing in his book 'The knowledge of an executive' has rightly said: "The management personnel must realize that they will not survive unless they keep in pace with modern management education, research theory, principles and practices". This means that learning the skills like decision making, negotiation and policy making has to be learnt by the managers.

Various organisations have discovered that whatever learning an employee embarks on, even outside the workplace for their own satisfaction, has potential benefits for the organisation. Employees are the internal customer of the human resource philosophy of the company. Any organization committed to its mission and vision captures the heart and soul of its workforce. Opportunities to learn and grow are powerful motivators to inspire talented workforce.

When work allows employees to use their minds, acquire new skills, and face situations that enable them to grow, they become enthusiastic about the work.

Benefits of training and development to the Organisation are listed below.

1. Training leads to improved profitability and/ or more positive attitudes towards profit orientation. Improves the job knowledge and skills at all levels of the organisation.
2. Improves the morale of the executives. Helps people identify with organisational goals.
3. Helps create a better corporate image.

4. Few training programs helps us the employees encouraging the quality of being true, openness and trust. It also helps in improving the relationship between superior and the subordinate.
5. Training helps in overall development of the employees in the organization.
6. Certain training programs gives us clear instructions and helps us as manual or guidelines for work. For example which task is first and which is second.
7. Aids in understanding and carrying out organisational policies. Provides information for future needs in all areas of the organisation.
8. Organisation gets more effective decision-making and problem-solving skills. Aids in development for promotion from within the organisation.
9. Finally training helps in increasing the productivity of the organization and the quality of work.

13.8 IMPORTANCE OF TRAINING

As organisations evolve their infrastructure and approaches to employee development becomes more structured. Employee development is related to supporting the management techniques, tools, procedures and standards. Training programs are essential and they often include all the said rules of the organisation. When organisations are in their matured state they often become too big, have too many management levels and get over complicated. Consequently departments, functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, and projects do not get over complicated.

Consequently department's functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, project does not get finished or late and internal politics creep in, resulting in power based and pressure group becoming established. Therefore organisational fails to act, even confusion, sets in with problems and frustration spreading resulting in falling performance. This eventually leads the organisations to become an eco-system that can be difficult to change.

Within these general confessions and with constant organisational change begging a modern necessity the individual's role becomes in clear and difficult to execute even to the point of being meaningless. People ask "Why am I here?", and "I no longer seem to have a purpose, a

direction or adequate support". Consequently they either leave or slide into importance and so the organisations become weakened, even unmanageable, certainly organisation ceases to function well.

The challenge for the organisation therefore is to introduce a range of new innovative training and development programs. Training is the most important technique of human resource development. No organisation can get a candidate who exactly matches with the job and the organisational requirements. Hence training is important to develop the employee and make him suitable for the job.

Training and development programs are important for successful management, as it makes employees more effective and productive. When carried out properly, training enables both employees and employers to create more opportunities that is created in the market. It is simple fact that the final challenge in making management development acceptable is to demonstrate to senior management that the organisational benefit far outweigh the cost. Trainers today will probably find themselves working in a range of different operations. They need to understand business and financial concepts if they are to make a full and effective contribution, where they work as an internal trainer or as an external training consultant.

Following are some important aspects of training:

- 13.8.1** Optimum Development of Human Resource can be achieved only through training .
- 13.8.2** Training and development helps to provide an opportunity and broad structure for **the development of human resource's technical and behavioral skills** in an organization.
- 13.8.3** Training additionally helps the worker achieve personal growth. Providing coaching to the personnel will increase the talent, information and talent in them. they will create themselves capable of occupying positions at higher levels.
- 13.8.4** Increased Utilization of Human Resources- coaching and development helps in optimizing the employment of human resource that further helps the worker to attain harmony between the organisational goals in addition as their individual goals.
- 13.8.5** Development of Skills-Training and development helps in increasing the duty information and skills of worker at every level. It helps to expand the horizons of human intellect associate degreed an overall temperament of the staff.
- 13.8.6** Training and Coaching will increase the talents of staff and that they perform the duty higher than before.

13.8.7 Increases Productivity-It helps in increasing productivity of the employees. Increased performance and productivity, because of training, causes the most efficient and effective ways of performing their jobs.

13.8.8 Creates Team Spirit- Training and development helps in including the sense of team work, team spirit, and inter-team collaborations. It helps in including the zeal to learn within the employees. Team learning is a process of aligning and developing the capacity of a team to create the results its members truly desire.

13.8.9 Improves Organisational Culture- Training and development helps to develop and improve the organisational health, culture and effectiveness and it also helps in creating a learning culture within the organisation.

13.8.10 Improves Organisational Climate- Training and development helps in building positive perception and feeling about the organisation. The employees get these feelings from leaders, subordinates and peers.

13.8.11 Improves Quality of Work and Life- Training and development helps in improving quality of work and life. Quality increases may be in relationship to a company product or service, or in reference to the intangible organisational employment atmosphere.

13.8.12 Improve Health and Safety- Training and development helps to improve health and safety of the organisation.

13.8.14 Creates Healthy Work Environment- Training and development helps in creating healthy working environment and it also helps to build good employee relationships so that individual goals align with organisational goals.

13.8.15 Increases Morale and Loyalty- Training and development helps in up the morale and loyalty of the hands. A trained worker's morale will increase thanks to the support and encouragement he gets from seniors at work place.

13.8.16 Enhance Profitability- Training and development helps to improve profitability and more positive attitude towards profit orientation.

It is better to retain the existing talent than to hire on a continuous basis. It is an established fact that human resources are assets and strategic business tools in an organisation to drive corporate performance that provides a distinct competitive advantage. Motivation is a tonic for the workers. The more you motivate your subordinate, the more productive they become in their work.

Work becomes enjoyable, challenging, and attains a supreme level through constant motivation. The motivation quotient of the employee seems to have a positive correlation with brand or corporate success. Employee Training programs becomes the vehicle for getting a common understanding of organisational problems. Let Employee development programmer focus on how teamwork and the teamspirit can be improved. Let the Employee development workshop plan the adoption of matrix working. Let Employee development initiatives cultivate a philosophy that everyone can be improvers not caretakers, that all have an identity and a key role to play, and that everything can be caretakers, that all have an identity and a key role to play, and that everything can be done that little bit better, to the benefit of everyone.

Let us check up on few points regarding if an worker is undisciplined what would be the causes.

1. It's just like the undisciplined staff = sad staff. Employees UN agency feel inadequate, underachieving, or unsupported are sad. They aren't glad in their work, which can cause them to underperform, create mistakes, and not care concerning their work product. That prices the business in lost time and cash.
2. Undisciplined staff Have an occasional Production worth
3. The standard of their work is lower and of less worth. the standard in performance is less than it may (or should) be.
4. Undisciplined staff is Inefficient
5. Longer (and so money) and energy is spent once staff aren't totally or properly trained to perform their tasks or to satisfy their responsibilities. It takes them longer to try to to the work.
6. Lost Time/Money because of Mistakes
7. Once an undisciplined employee makes a blunder, the time and materials used are lost. The work then should be done once more. Or worse, the inadequate product was delivered to the consumer.
8. A rise in Miscellaneous Expenses
9. These are tougher to trace or attribute to undisciplined staff, however they're there. making a laptop power-assisted style (CAD) drawing incorrectly suggests that reissue the file. which means it takes longer to correct the error, a lot of materials value in paper and ink, and longer rechecking of the work. If it were done properly the primary time, then we tend to may have saved the prices.

Insufficient Staff Training Means Lost Customers

Untrained employees can cause many of the mistakes listed above, and those mistakes and inefficiencies can cause your business to lose customers. That is the worst possible scenario, but it can happen if the employees are trained appropriately.

13.9 TRAINING PROCESS

Earlier the function of training was very simple. An employee was selected by an organization and was trained so that he fitted into the job for which he was he was appointed. With the changes in values and many other factors, the trend now has changed. Training is viewed as an ongoing lifelong cyclical process. Training process is an integral part of human resources management and organisation. Outline the inter-related steps in training process given by Bhatia S.Kis as below:

1. Organisational vision and perspective plans
2. Assessment of training needs
3. Setting training objectives
4. Designing a training programme
5. Implementation of training programme
6. Evaluation of training programme

13.9.1 ORGANISATION VISION AND PERSPECTIVE PLANS:

The initial step in the training process is linking the organisation's vision, mission, strategies and objectives. Training activities have to contribute to the corporate goals by increasing the effectiveness of work being carried out in particular parts. The contribution can be seen to have two main aspects:

- a. Achieving the immediate goals related to organisation's strategic problems. Here the strategic problems relate to the top level management.
- b. Training to be based on long-term plan and to preparing employees for new challenges (futuristic need) of the people and the organisation.

Training function has to play proactive role even towards strategic direction of the organisation by designing and implementing in creative way training programs which move people in that direction.

13.9.2 ASSESSMENT OF TRAINING NEEDS:

Knowledge, skills and attitudes are the three criteria around which all jobs are based. A training need is a gap between the knowledge, skills and attitudes desired and already possessed by the employees. An individual needs training when his performance falls short of standards, i.e. when there is performance deficiency. If the training is not proper or uninspiring supervision or some personal problem of the employee then it may lead to other problems. The problem of performance deficiency caused by absence of skills or knowledge or attitude can be remedied by a proper training.

13.9.3 SETTING TRAINING OBJECTIVES:

After assessing training needs for the organisation, training and development objectives are to be established. Objective can help in measuring the training program's effectiveness. Objectives of training program should be tangible and measurable. The objectives of training provide the following:

- a) A record of condition that exist prior to the training.
- b) A basis for evaluation of training.

13.9.4 DESIGNING A TRAINING PROGRAMME:

Designing training program denotes the strategy and planning through which training program could be conducted effectively. In designing of a training program the trainer should consider following contents carefully:

- a) Statement of objectives of the training program
- b) Choice of participants (who are the people who will be attending your training program).
- c) The place of training (venue of training program is important as it needs to have good ambience and create a pleasant feeling among the employees who are going to be trained).
- d) Duration of training program (If the training programs are too lengthy then participants may not be interested).
- e) Pace of the training program
- f) The level of instruction (Instructions must be simple and useable).

- g) Choice of training technique (This is the most important phase of training and the training program will be successful only if the technique or the method adopted is appropriate for the particular skill)
- h) The need of feedback (this is very essential as without feedback you may not have additional inputs from the trainees).

13.9.5 IMPLEMENTATION OF THE TRAINING PROGRAMME:

Conducting a training program requires considerable effort and coordination. Implementation involves a series of activities, through which training managers bring the course to learners in accordance with approved design. It involves scheduling of courses, faculties, equipment's, service providers, classroom support etc. For effective implementation of the training program following factors are important

- a. **The trainer:** The choice of faculty is important to the success of training program. Trainer must have specialized knowledge on the subject and his experience and skills to be reflected in handling working sessions.
- b. **The trainees:** The trainees should be form fairly homogenous group with respect to experience, knowledge, and potential for learning so as to avoid disparity in the group.
- c. **Curriculum:** It should be relevant to trainer's level and job to be performed.
- d. **Training material:** Learning material has to design with great care. It should be properly indexed and even distributed in advance.
- e. **Methods and Techniques:** Methods and Techniques of instruction are important as they are responsible to maintain interest and participation of trainee in the training.
- f. **Duration of training:** Duration of a training program generally depends upon skills to acquire and the learning capacity of the trainee. Effective use of visual aids can reduce training duration significantly.
- g. **Location:** Training managers can decide venue of training depend upon the availability of funds and resources.

13.9.6 EVALUATION OF TRAINING PROGRAMME: The last stage in the training and development process is the evaluation of the training program and it's results. Since huge money and resources are spent on training and development programs, how far the program has been useful must be judged.

Training evaluation is an activity that determines the effectiveness of training program in terms of achievement of objectives of training program. Evaluation of training program also provides useful information about the design of future training programs. Participants in the training program would have given feedback and this feedback is a great measurement tool for evaluation of the entire training program conducted.

Training evaluation can be made during three periods, namely, before the training, during the training, and after the completion of training.

Evaluation of the training is needed for the following reasons:

1. **To make the training program more effective:** Through evaluation we can examine the various methods of teaching, content of lessons, training environment etc.
2. **It is used as training aid:** Once an evaluation is made, it becomes future document for the training itself.
3. **To verify whether goals are achieved against targets:** Every training program as well as organizations fixes goals for the training program. Outcome of training program should be compared with objectives to measure success of the training program.
4. **Cost effectiveness achieved or not :**The money spent on the training program must be fruitful and useful in terms of producing efficiency and improvement in work.
5. **To find useful to the individual and organisation:** A training evaluation pave the way for effective utilization thereby resulting in benefits to the organisation as well as to the individuals.

13.10 METHODS OF TRAINING

13.10.1 Classroom Lecture

This is the foremost normally used, simple, price effective and standard technique. it's prompt as a result of it covers most variety of trainees during a short amount of your time. It involves a speech by the trainer with terribly restricted discussions. schoolroom technique provides North American country a transparent and direct method of presentation of all the facts that's to be mentioned.

A major weakness of classroom method the attention time of the participants is very less and this method does not provide for active participation on the part of the trainees, the extent of earning is very less. Moreover, the lecture might be useful only if the presentation is made in an interesting way.

13.10.2 Group Discussion

Group discussion is a method of training individuals based on team work. This method is best when we need more ideas and how these ideas are interpreted can be done by group discussion method. A leader or a moderator may or may not be present for group discussion. In case if the leader is identified for group discussion then he / she will moderate the entire discussions that would be going on .

Group discussions are conducted best for brain storming sessions and the skills tested for group discussion are imitateness in participants and knowledge of the topic discussed and the leadership skills.

13.10.3 Simulation Exercises

What is simulation training?

Simulation trainings are used as a tool to show trainees regarding the talents required within the world. It provides a lifelike point-of-care learning expertise, and has been wide applied in fields like aviation, the military, and health care.

The superimposed worth of simulation coaching

A well-constructed simulation permits trainees to answer the question, "If I try this, what will happen?" It provides learners with a chance to check out completely different situations to work out what works and to grasp however they found out the correct and wrong answers. This trial-and-error approach offers trainees the data and confidence they have to use their new skills within the world.

The value of simulation coaching is more increased by following up with a interrogatory and training session. With the assistance of video recordings, the coaching sessions will be analyzed, errors known, successes marked, and emotions or feelings that influenced the trainees will be mentioned. this is often once the important learning takes place. Simulators are used for example, most of traffic rules, signals and procedures of driving could be taught in a park that resembles road or a road or through a video game featuring car or two-wheeler driving. Piloting planes are taught using more complex simulations. The methods are indirect but could also be expensive. The method calls for a certain level of grasp and information processing capability and transfer of learning on the part of the trainees

13.10.4 Role Playing

Role may be a set of expectations around a given position and is set by the role partners. Roles are forever reciprocal and delineated in pairs like trainer-trainee, vendee merchandiser, and interviewer-interviewee and then on. Taking part in roles would entail sensible issues like inter-role conflicts, intra-role dilemmas, role overloads and role below masses. As a result of these hurdles, role confusion ensues. so as to be trained to perform roles, trainees should attain role clarity.

This might involve negotiation among the role senders and role receivers with relevancy their expectations with counter expectations upon each other. Participants in role-play methodology are needed to retort to specific issues and expectations of individuals that they could truly encounter in their jobs. Role-playing is usually wont to teach such skills as interviewing, negotiating, grievance handling, performance appraisal, and shopping for and commercialism and effective communication. It promotes healthy human relations skills among folks.

13.10.5 Case Study

It is a written down, narrative description of a true scenario or incident referring to a corporation and its business, portrayal any drawback that participants may face in their employment. Participant trainees are needed to propose any variety of viable solutions or selections that match the variables diagrammatical within the case. Case study will be interest making and thought stimulating for the participants. It helps to develop analytical, reasoning and problem-solving skills of the participants.

As it shows and reduces gaps in understanding, a holistic understanding of reality is created doable through case study technique. It conjointly helps to reemphasize messages provided throughout lectures, cluster discussions and alternative strategies. The disadvantage of the strategy could be the problem in drawing adequate variety of stimulating cases that really represent the \$64000 life things of the trainees.

13.10.6 Sensitivity coaching or T cluster coaching or Laboratory coaching

It is a coaching given in unstructured teams and it's designed to form individuals tuned in to themselves, their immediate scenario and their own behaviour on others. in contrast to several alternative programs, T-groups are involved with the \$64000 issues existing among the cluster

itself. individuals are helped to become a lot of aware of others' sensitivities and work more harmoniously and responsibly along by encouraging them to move freely and actively.

The members are enabled to acknowledge social psychology and diagnose relationship issues. The participants are inspired to speak thoughts AND feelings with one another in an open, unstructured, heat and honest manner than is often wiped out the same old work or social scenario. A helpful outcome of the strategy is that participants notice higher suggests that of behavior for effective social relationships while not the help of power or authority over others. the strategy has got to be used fastidiously as individuals might resent feedback and show anger in response. individuals should be initial ready well to just accept criticism in an exceedingly constructive manner so conflicts might be managed properly.

13.10.7 Management Games

Games are used as a coaching tool, than as mere pastimes or amusement. Trainees are divided into groups and are given common tasks on that they might be competitive to reach selections, then collectively implementing and evaluating the selections enamored relevancy the games. for instance, blocks of wood would be provided to each team and one amongst the members would be blind-folded with a chunk of fabric.

The person would should organize the blocks one higher than the opposite, as per the directions and steering of the opposite members. As they assault to achieve larger target heights, the rewards would conjointly grow exponentially. This game is employed to bring out the nuances of cooperation, leadership designs and communication patterns exhibited by the members whereas enjoying the sport. The demerits of the strategy are that, at times, games would possibly lead to lack of seriousness in some trainees which the educational is indirect and slow. however it helps to convey messages in an exceedingly non-threatening and fun-filled manner.

13.10.8 Outward certain coaching (OBT)

As a part of OBT, managers and alternative workers members meet and cohabit as groups at foreign geographical region out of the geographic point and aloof from the hustles and bustles of everyday life, wherever they might board cabins or tents for a specific variety of days. They check their survival skills and find out about their own temperament and hidden potentials for creativeness, cooperation and leadership.

Participants get opportunities to be told their limits and capabilities. Participants regardless of their official position AND seniority would should learn to be natural in their behavior and find

eliminate masks worn in an workplace scenario. it's a chic technique and also the learning may not be transferable to alternatives or to other things.

13.10.9 In-Basket coaching (IBT)

IBT may be a technique wherever the novice is needed to look at a basket stuffed with papers and files referring to his space of labor and create recommendations on issues contained in them. This technique is supposed for trainees in an exceedingly social control level to boost their decision-making and problem-solving talents.

In-basket educational program may be a kind of simulation coaching designed around day to-day business things and therefore is transferable to the task experiences. The participant is sometimes asked to determine priorities for then handle variety of workplace papers, like memoranda, reports, phonephone messages and emails that may sometimes cross a manager's table.

The method has a minimum of 2 main stages. At the starting time, the participant starts by operating through the case among a such as limit all by himself while not discussing the small print with anyone.

Other participants analyze and discuss the queries of who's, which's, how's, what's, where's, why's and when's of every call or step. The deserves of this technique embody the most effective of ancient case study at the identical time combining the refinements to permit larger flexibility, realism and involvement.

The emphasis here is to know things totally, that is a chance too seldom given throughout busy operating days. it's wiped out a permissive atmosphere of experimenting and learning, instead of among the orbit of a boss subordinate relationship.

13.10.10 Vestibule coaching

This kind of coaching takes place aloof from the assembly space on instrumentation that closely resembles the particular ones used on the task. it's a sort of off-the-job coaching during which workers get training in an exceedingly realistic job setting however in a location totally different from the one in which they might be operating.

For example, a gaggle of lathes is also settled in an exceedingly coaching center wherever the trainees are taught in their use. the strategy is employed oft for coaching typists and bank tellers, among others. The word 'vestibule' suggests that entrance. therefore vestibule coaching serves to facilitate full-fledged entry into job. A primary advantage of vestibule coaching is that it

removes the worker from the pressure of getting to provide whereas learning. Disturbance of production or supervisor throughout coaching is decreased. The disadvantages embody the additional investment on instrumentation and extra persons to be used as trainers.

13.10.11 Apprenticeship Training

It combines classroom instructions with on-the-job training. It is a method in which trainees at a novice stage called 'apprentices', work under the guidance of skilled, licensed instructor and receive lower pay than workers. The method is a combination of education and employment and is aimed at preparing workforce with certain levels of qualification to meet the growing needs of the industry. The method develops special skills like mechanical, electronic, tailoring, etc.

Apprenticeship is traditionally used in skilled jobs, such as those of plumber, carpenter, machinist and printer. The extensive nature of the training assures quality outputs, though time consumed is long. Employees recruited from the apprenticeship program are expected to hit the ground running, implying that they would have to start performing with efficiency. But uniform duration of apprenticeship training does not permit slow learners to reach the levels of mastery like others.

13.10.12 Work Shadowing

This training method is chosen while preparing a second-line leader within the organization. The organization chooses a person to be the next hire for a particular position and expects him or her to take up the role of the leader and if the trainee or the candidate cannot go the concerned place of training the training program is given within.

The best way to be trained for a future executive position would be through direct participant observation of the crucial events that take place in the present incumbent's work life. The trainees are made to remain in the company of the role model whose work is to be learnt by the trainees.

Trainees learn the details of a job of high level, by physically being in the presence of the job-holder. Care needs to be taken to avoid situations wherein trainees are not warmly welcomed and are seen by supervisors in the department as obstacles to their routines.

13.10.13 Programmed Instruction (PI)

Programmed Instruction methodology provides instruction while not the face-to-face intervention of a coach. to confirm a successive approach to learning, directions are designed in such the way that every one future learning depends on acquisition and retention of previous learning. With this methodology, info is countermined into little parts referred to as 'frames'.

The learner reads every border sequence and responds to queries designed to verify learning and supports the answers given by the trainees and the trainees are given immediate feedback on response accuracy. If the learners have gotten all the answers right, they proceed to the subsequent frame. If not they repeat the frame. Primary options of this approach are immediate reinforcement and therefore the ability of learners to proceed at their own pace. A programmed direction is also conferred with lots of instructions like checklist and can be found and incorporated in computers.

13.10.14 Large Scale Interactive Events

The method has a ton of distinctive benefits in comparison to different strategies. First, this technique stresses upon the sharing of experience by all the participants, in contrast to different strategies wherever the trainer provides most of the inputs and would possibly even look down upon trainees as those that are ignorant or unskilled within the topic being lined. LSIE is predicated on the assumption that each one the participants, by virtue of being in their job for a particular amount of your time, possess some extent of experience that require to be shared and combined therewith of others.

Second advantage is that this technique transcends the limitation of different strategies in terms of the quantity of individuals UN agency may well be trained per batch. the key advantage of this technique is that a bunch as giant as three hundred – four hundred members may well be trained at the same time while not losing the effectiveness of different coaching strategies.

The third advantage is that the use of cluster processes. whereas the trainer limits his role with a quick however exalting presentation to stimulate thinking of the participant, the strategies paves method for active involvement of all the participants UN agency are assigned varied roles like sub-group leader, recorder, summarizer, presenter etc.

A fourth advantage of the LSIE is that the cluster emphasizes on intensive on-site documentation of viewpoints expressed by folks. Finally, the strategy culminates within the entire giant cluster addressing to the common problems.

At this stage, priority is to be assailed areas of intervention and a concept of action is drawn and accepted supported vote by members, thereby building commitment of all the participants to implement the given plans. A drawback of the strategy may well be that it needs lots of volunteers to help the proceedings.

13.10.15 Personal work

It is an associate degree on-the-job approach within which a manager has the chance to show a worker, typically his immediate subordinate, on a matched basis. Work helps self et al. gain new views their intentions and behaviors, to grasp what's attainable and the way to access resource like motivation, commitment, passion, etc. As a coach, the supervisor gently confronts staff with their shortcomings and makes suggestions for corrective actions. The supervisor is additionally conscious of encouraging smart performance. Work is taken into account to be one in all the foremost effective management development techniques. Constant steering makes the initiate learn quickly.

13.10.16 Mentoring

Mentoring is an associate degree on-the-job approach to coaching within which the initiate is given a chance to find out on a matched basis from older members of the organisation. The mentor is sometimes an associate degree older, toughened govt UN agency is a number, friend, friend and authority to a replacement member of the firm. The mentor is given the charge of protective and responsibility of serving to the new worker. The connection is also formally planned or it should develop informally.

For mentoring to be productive, the parties' interests should be compatible and that they must perceive every other's learning designs and personalities. If mentors type to a fault robust bonds with trainees, unwarranted favoritism would possibly result. An extremely booming mentor-protégé relationship would possibly produce feelings of jealousy among different colleagues UN agency aren't ready to show equally smart results out of the mentoring method.

13.10.17 Job Rotation

This technique of coaching involves the shifting of trainees from one job to a different therefore on widen their exposure and change them to get a general understanding of the totality of the organization. Besides serving to them to beat dissatisfaction, job rotation permits direct interaction with an oversized variety of people inside the organisation, thereby facilitating future operating relationships.

The method ought to be used at adequate gaps to allow the event of a powerful degree of experience within the initiate in associate degree assigned position. Care ought to be taken by the organisation to make sure that employment potency doesn't suffer once some trainees are rotate into new jobs wherever they might be taking time to find out and perform. There may well be some disadvantages of mistreatment the strategy of Job Rotation.

Trainees need to be ready to face contrastive sorts of operation and standards that fluctuate in keeping with superiors. Some trainees would possibly feel additional like visiting casual observers within the departments than being part of the work force, which might negate the aim of job rotation. staff UN agency are searching for more difficult assignments would possibly feel pissed off once asked to perform completely different forms of straightforward jobs at the identical level.

13.10.18 Computer-Based coaching (CBT)

CBT may be a technology-driven coaching technique that takes full advantage of the speed, memory and information manipulation capabilities of the pc for bigger flexibility of instruction. It involves the initiate sitting before of a laptop terminal instead of paying attention to a teacher. Learning is increased through displays combining automation, two-channel sound, full motion video and graphics. hyperbolic speed and small dependence on educator are the strengths of this technique.

Computer-Managed directions (CMI) may be a system that mechanically generates and scores tests, tracks trainees' performance and prescribes activities for college kids. An orderly, bit-by-bit manner is feasible by mistreatment this technique. As further benefits, CBT permits use of the program for any variety of times and allows for varied time for quick and slow learners.

But CBT technique cannot scale back the learner's anxiety and worry, which may be done solely by a trained educator. CBT is similar temperament for teaching facts however is a smaller amount helpful for teaching human skills or dynamical attitudes.

13.10.19 Behavior Modeling

This technique involves emulation of behavior from a reference cluster or a job model whose behavior is shown live before the trainees or by mistreatment videotapes or Compact discs (VCD). the strategy entails recording and manufacturing events or things with clear descriptions so as to hide bound subjects. The footage may well be viewed, reviewed and

mentioned to reinforce learning quality. the benefits of mistreatment this technique are several. several events and discussions are often placed on one tape or CD.

It is a handy technique for tiny companies that can't afford dearer approaches. it's notably useful for first-line supervisors. observant a strong model within the audiovisual type may facilitate learn activities like mediating throughout conflict things, handling client complaints and grievances. The challenges concerned in mistreatment the strategy embody the high level of one-time production prices within the initial stage. Moreover, projectors and different costly gadgets would be needed together with continuous power provide.

13.10.20 Office Technique

Internships involve putting young school and university students in temporary jobs within which they will earn whereas they learn. the scholars don't have any commitments towards any regular employment from the aspect of the leader or from the trainer. Such an appointment helps the freshman to own an exposure into a corporation and conjointly to grasp the person organization work. Students divide their attention between tutorial activities and sensible work assignments, that facilitate them to attribute the idea and practices.

However, care should be taken to forestall the entire method from obtaining reduced to the fulfillment of simply a tutorial demand instead of being treated as a stepping-stone towards an illustrious career.

13.10.21 Development Centres

This technique is meant supported the structure, designs and contents of assessment Centre's accustomed assess the potential of a private to fulfill the strain of a higher-level social control position. Multiple facilitators observe the members activity multiple tasks in keeping with multiple criteria, mistreatment multiple strategies. However, the distinction in development centers is that they focus their attention on serving to to boost the potential of the persons taking part within the sessions. This technique of coaching is found effective in building leadership, decision-making, goal setting and counsel skills in toughened trainees. associate degree investment in your employees' ability sets is an investment in your company. once everybody gets higher, everybody gets higher.

13.11 SUGGESTIONS FOR COACHING PROGRAMS

There are varied strategies and materials with the foremost effective coaching techniques obtainable to assist you prepare and equip staff to raised do their jobs. Indeed, with such a lot of decisions out there, it are often tough to see that strategies to use and once to use them.

And mistreatment many strategies for every coaching session may very well be the foremost effective thanks to facilitate staff learn and retain info is;

Classroom or Instructor-Led coaching is that the one in all the foremost well-liked effective training techniques for trainers. There are many varieties including:

- chalkboard or whiteboard. this could be the foremost “old-fashioned” technique, however it will still be effective, particularly if you invite trainees to put in writing on the board or kindle feedback that you just write the board.
- projector. This technique is progressively being replaced with PowerPoint displays, that are less manually strict, however overheads do permit you to put in writing on them and customise displays simply on the spot.
- Videos : Lectures are often jerky with videos that specify sections of the coaching topic or that gift case studies for discussion.
- PowerPoint presentation. Presentation computer code is employed to make custom-made cluster coaching sessions that are junction rectifier by a teacher. coaching materials are provided on CDROM and displayed on an oversized screen for any variety of trainees. staff can even use the programs severally, that permits for simple make-up sessions for workers UN agency miss the cluster session. This technique is one in all the foremost well-liked lecture strategies and may be combined with handouts and different interactive methods.
- Storytelling. Stories are often used as samples of right and wrong ways that to perform skills with the result of every method delineated . This technique is handiest with examination queries, such as:
 - o however will this story relate to training?
 - o however did the most character’s decisions cause you to feel?
 - o What assumptions did you create throughout the story? Were they correct?
 - o What would you have got done differently?

This technique makes communication easier since it's not dangerous with anybody's right answer. It's value effective, particularly if trainers have their own stories to inform. Stories can even build sessions additional personal if they involve folks trainees recognize.

Advantages

- Instructor-led schoolroom coaching is an associate degree economical technique for presenting an oversized body of fabric to large or little teams of staff.
- It's a private, face-to-face variety of coaching as against computer-based training and different strategies we'll discuss later.
- It ensures that everybody gets the identical info at the same time.
- It is cost-efficient, particularly once not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- typically it's not interactive.
- an excessive amount of of the success of the coaching depends on the effectiveness of the lecturer.
- programming schoolroom sessions for giant numbers of trainees are often difficult—especially once trainees are at multiple locations.

13.12 SUMMARY

Although the terms training and development are often linked, these address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform the job. It deals with the design and delivery of learning to improve organisation performance.

On the other hand, development focuses on the preparation needed for future jobs; it should be considered investment in the work force since its benefits are long term.

Effective training is very important for survival and growth of a business. Training is not just about developing people but helping them to become more confident and capable in their jobs as well as in their lives. The significance and value of training has long been recognized. The need for training is more prominent given today's business climate and the growth in

technology which affects the economy and society at large. Employee is trained to assure that current or future needs of the organization are met.

13.13 GLOSSARY



Agile : able to move quickly and easily

Cohesion : the action or fact of forming a united whole.

Conscientiously: in a way that is motivated by one's moral sense of right or wrong.

Dissemination : the act of spreading something especially information.

Incumbent : necessary for someone as a responsibility

13.14 ANSWERS TO CHECK YOUR PROGRESS



Q1. What is your training budget?

Training can be very expensive, yet after the training assessment is done you can create a 1-5 year training plan that will not stress your company, have an agreement ready between you and employees who you will be training, it happens a lot that after receiving the training some people will go look for better jobs elsewhere, the only way you can protect yourself is to have them sign a contract that in case they will leave (before a certain period) they will be ask to reimburse you the training fees.

Q2. How much time has been allocated for training within your organization?

Four months of training is allocated in any organization and one month subjective training and three months practical and observation training.

Q3. What training resources and materials do you have at your disposal?

Even with the many technological advances in the training industry, traditional formats remain viable and effective. As a former teacher, classroom and instructor led training is the most viable to my opinion.

Q4. Multiple choice Questions:

1. (d)

2. (c)

3. (a)

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13.16 SUGGESTED READINGS

It is a reading list of additional material available on the topic which may be of use for learners who want to expand their knowledge beyond the details provided.



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13.17 TERMINAL QUESTIONS



1. Define training and discuss the objectives of training in organizations.
2. What is the importance of training programmes in companies ?
3. Discuss shortly on the different aims of training programs.
4. Write shotes notes on
5. Vestibule training
6. Case studies
7. Management games
8. What is meant by on the Job training Programs. Explain with Examples.

9. Discuss the procedure and stages of training Process with advantages and disadvantages of application of the program.
10. Bring out the advantages of out-bound training Program.
11. Analyze the advantages and dis-advantages of different training methods in detail with examples?
12. What is meant by classroom training? How far it is successful in Indian organisations?
13. What are the improvements that are happening in the training field with respect to different professions? Take any 2 as examples and explain.

13.18 CASELET

Ayush²⁷, has recently been promoted to manager of sales personnel at a large car dealership company. Mary, a new salesperson and who is the only female salesperson, comes to his company late one afternoon with a complaint about something that really troubles her.

She says she has never seen Ram one of the most experienced and the best salesperson. She adds that she has not seen him at any of a series of off-site training seminars. These seminars are designed to help sales staff who needs to learn in detail the technical information about the mechanical advantages of the cars they sell. Ayush's perception and impression is that most salespeople think the training seminars are a joke, and rumor has it that a lot of salespeople regularly skip them.

Ayush's boss, however, regularly sends him memos regarding individuals who have not attended the training programs. The boss also stresses the importance of the training. Top management spends a lot of money on the training seminars, because they feel that such training will give the company a competitive edge. Mary is so new that she does not yet have an established sales record. Also, Ayush has heard through the grapevine that a lot of the salesmen are uncomfortable with Mary and wonder if a female can learn to sell cars. She seems eager, however, and obviously wants to follow the rules. She concludes by telling Ayush that she will check back with him tomorrow to see how he's handling the issue of the absent salesman.

Source: Author-Sue Margaret Norton, Assistant Professor of Business, University of Wisconsin-Parkside.

Answer All Questions:

1. What do you think the case is all about?
2. How can you change the attitude of Ayush?

3. How much responsibility does Ayush have towards the training program?
4. What is Ayush's responsibility towards Mary and what kind of role he needs to play with respect to other salespeople?

UNIT 9 TRAINING CLIMATE AND TRAINING TECHNIQUES

9.1 Introduction of Training Climate

9.1.1 Definition of Training Climate

9.1.2 Importance of Training Climate

9.1.3 Elements of a Positive Training Climate

9.2 Factors Affecting Training Climate

9.3 Assessing Training Climate

9.3.1 Tools and Techniques for Assessment

9.3.2 Analyzing Assessment Results

9.4 Strategies for Creating a Positive Training Climate

9.5 Training Techniques Overview

9.6 Modern Training Techniques

9.7 Selecting Appropriate Training Techniques

9.8 Measuring the Effectiveness of Training Techniques

9.9 Summary

9.10 Glossary

9.11 References/ Bibliography

9.12 Suggested Readings

9.13 Terminal & Model Questions

9.1 INTRODUCTION

9.1.1 Definition of Training Climate

Training climate refers to the overall atmosphere, culture, and conditions within an organization that influence the effectiveness and perception of training programs. It encompasses various factors, including organizational policies, management support, resource availability, and employee attitudes toward learning and development. A positive training climate is characterized by an environment that encourages continuous learning, values employee development, and integrates training into the organization's overall strategy. This climate not only facilitates the acquisition of new skills but also enhances the motivation and engagement of employees, ultimately contributing to the organization's success.

Here are definitions of "training climate" from various authors and researchers that capture its essence in organizational settings:

1. **Baldwin & Ford (1988):** "Training climate refers to the degree to which an organization supports training and learning. It includes the influence of organizational practices, policies, and support systems on the training process."
2. **Kirkpatrick & Kirkpatrick (2006):** "Training climate is the environment in which training is delivered and includes factors such as management support, availability of resources, and the overall attitude of the organization toward training."
3. **Holton (2000):** "Training climate is defined as the perception of the training environment by employees, which encompasses organizational support, the presence of adequate resources, and the encouragement of learning by management."
4. **Noe (2017):** "The training climate is the shared perceptions of employees regarding the support for training activities, including the extent to which management values training, the availability of resources, and the overall attitude toward learning within the organization."
5. **Tannenbaum & Yukl (1992):** "Training climate is the organizational context that influences the extent to which training is perceived as important by employees. It involves factors such as support from supervisors, organizational policies, and cultural norms that impact the learning experience."
6. **Saks & Burke (2012):** "Training climate refers to the organizational conditions that facilitate or hinder the training experience, emphasizing the role of management support, available resources, and the overall approach to employee development."

9.1.2 Importance of Training Climate

A positive training climate is critical for the success of any training and development program within an organization. It serves as the foundation upon which effective learning occurs, impacting various aspects of employee performance, organizational culture, and overall business outcomes. Below are key reasons highlighting the importance of training climate:

1. **Enhances Employee Motivation and Engagement:** A supportive training climate fosters a sense of value and recognition among employees. When organizations prioritize training and development, employees feel motivated to participate actively in training programs. For instance, if employees perceive that management is committed to their growth, they are more likely to engage in learning activities with enthusiasm and a willingness to acquire new skills. This motivation not only enhances learning outcomes but also contributes to higher job satisfaction.
2. **Improves Learning Outcomes and Skill Acquisition:** A conducive training climate positively influences the effectiveness of training programs. Employees are more likely to absorb and retain information in an environment that encourages learning and experimentation. This improved learning experience can lead to a higher rate of skill acquisition, enabling employees to apply new knowledge effectively in their roles. For example, companies like Infosys and Tata Consultancy Services (TCS) invest in creating a robust training climate, which has resulted in skilled workforces capable of driving innovation and productivity.

3. **Promotes Organizational Commitment and Retention:** Organizations that cultivate a positive training climate are more likely to retain their employees. When employees feel supported in their development, they develop a stronger sense of loyalty to the organization. High retention rates reduce turnover costs and contribute to a more stable workforce. For example, companies such as HCL Technologies have successfully implemented training programs that align with employee aspirations, resulting in higher retention rates and enhanced organizational commitment.
4. **Facilitates Adaptability to Change:** In today's rapidly evolving business environment, organizations must adapt quickly to new technologies and market demands. A positive training climate equips employees with the necessary skills to navigate changes effectively. Organizations that prioritize training create a culture of continuous learning, allowing employees to embrace new challenges with confidence. For instance, Mahindra & Mahindra focuses on upskilling its workforce to adapt to technological advancements, ensuring that employees are prepared to meet future demands.
5. **Encourages Collaboration and Knowledge Sharing:** A supportive training climate fosters collaboration among employees, encouraging them to share knowledge and learn from one another. When organizations create an environment that values teamwork and peer support, employees are more likely to engage in collaborative learning initiatives. This knowledge-sharing culture not only enhances the training experience but also leads to improved problem-solving and innovation. Companies like Flipkart leverage technology to facilitate peer learning, allowing employees to collaborate and share insights during training sessions.
6. **Supports Organizational Goals and Performance:** A strong training climate aligns employee development with the organization's strategic objectives. When training programs are designed with the organizational goals in mind, they contribute to improved performance and competitiveness. For example, companies that integrate training into their overall business strategy can better equip employees with the skills needed to achieve key performance indicators (KPIs). This alignment ensures that training efforts contribute directly to organizational success.
7. **Encourages Continuous Improvement:** A positive training climate emphasizes the importance of feedback and continuous improvement. Organizations that actively seek input from employees regarding training programs can identify areas for enhancement, ensuring that training remains relevant and effective. Regular evaluations and updates to training initiatives create a dynamic learning environment that adapts to the changing needs of the workforce and the organization. Hindustan Unilever, for example, conducts regular feedback sessions to assess the effectiveness of their training programs, enabling continuous refinement.

9.1.3 Elements of a Training Climate

A conducive training climate comprises several critical elements that collectively enhance the training experience. These elements include:

1. **Management Support:** Leadership plays a crucial role in shaping the training climate. When managers actively support training initiatives, allocate resources, and participate in the learning process, employees are more likely to engage. For instance, Tata Consultancy Services (TCS) has a strong commitment to training, where senior leaders are actively involved in mentoring and facilitating training sessions. This support fosters a culture of learning and development within the organization.
2. **Organizational Culture:** The prevailing culture within the organization significantly impacts the training climate. A culture that encourages learning, experimentation, and open communication promotes a positive training environment. Infosys, for example, emphasizes a culture of knowledge sharing and collaboration, where employees are encouraged to share insights and experiences, thereby enriching the training process.
3. **Resource Availability:** Access to resources, such as training materials, tools, and technology, is vital for creating an effective training climate. Organizations that invest in modern training technologies and infrastructure provide employees with the tools they need to learn effectively. Flipkart, a leading e-commerce company in India, leverages technology for training by providing online courses and resources, ensuring that employees have access to continuous learning opportunities.
4. **Peer Support:** Encouraging collaboration and peer support among employees enhances the training climate. When employees feel supported by their colleagues, they are more likely to engage in training activities and share their learning experiences. Companies like Mahindra & Mahindra promote a collaborative learning environment through team-based training initiatives, allowing employees to learn from each other and build stronger connections.
5. **Feedback Mechanisms:** Providing constructive feedback is essential for improving the training climate. Organizations that have robust feedback systems in place allow employees to voice their opinions about training programs, leading to continuous improvement. For example, Hindustan Unilever conducts regular feedback sessions after training programs to assess their effectiveness and make necessary adjustments, ensuring that training remains relevant and impactful.

9.2 FACTORS AFFECTING TRAINING CLIMATE

The training climate within an organization is influenced by a variety of factors that can be categorized into three main groups: organizational factors, individual factors, and social factors. Each of these categories plays a crucial role in shaping the effectiveness of training programs and the overall learning environment. Below, we explore each category in detail, providing relevant examples to illustrate their impact.

1. Organizational Factors

Organizational factors refer to the internal elements of a company that can affect the training climate. These factors are primarily related to the organization's structure, culture, policies, and resources.

- a. **Management Support:** The degree to which management prioritizes training initiatives significantly impacts the training climate. Active involvement from leadership sends a strong message about the importance of employee development. Example: At Tata Consultancy Services (TCS), senior management actively participates in training and development programs. This visible commitment motivates employees to engage in training, knowing their leaders value learning and development.
 - b. **Organizational Culture:** The prevailing culture within the organization shapes employees' attitudes toward training. A culture that encourages learning, innovation, and experimentation promotes a positive training climate. Example: Infosys promotes a culture of continuous learning and knowledge sharing. The company organizes hackathons and collaborative projects where employees can learn from each other, creating an environment conducive to training.
 - c. **Resource Availability:** Access to adequate resources, such as training materials, technology, and infrastructure, is essential for effective training. Example: Flipkart invests in advanced learning management systems that provide employees with access to a wealth of online courses and training materials. This accessibility fosters a climate where employees can engage in learning at their convenience.
- **Formal Policies and Procedures:** Organizational policies regarding training, such as funding for development programs, time allocated for training, and performance appraisal processes, influence the training climate. Example: HCL Technologies has established policies that allow employees to dedicate time during their work week for skill development. This structured approach reinforces the importance of training and encourages participation.
 - **Feedback Mechanisms:** Regular feedback regarding training programs is vital for continuous improvement. Organizations that actively solicit and implement employee feedback create a more dynamic training climate. Example: Hindustan Unilever conducts surveys and feedback sessions post-training to evaluate effectiveness and gather participant insights. This practice not only enhances future training initiatives but also makes employees feel their opinions matter.

2. Individual Factors

Individual factors pertain to personal characteristics and perceptions of employees that can affect their participation in training programs. These factors include motivation, learning styles, and personal experiences.

- a. **Employee Motivation:** An employee's intrinsic and extrinsic motivation to learn plays a crucial role in their engagement with training programs. Motivated employees are more likely to participate actively and apply what they learn. Example: At Wipro, employees are encouraged to pursue certifications and advanced degrees through sponsored training programs. The financial and professional benefits motivate employees to engage in continuous learning, enhancing their commitment to training.
- b. **Learning Styles and Preferences:** Individuals have different learning styles, such as visual, auditory, or kinesthetic. Recognizing and accommodating these preferences can improve the training climate. Example: Mahindra & Mahindra utilizes a blended

learning approach, offering a mix of online and hands-on training. By catering to various learning styles, the company ensures that all employees can engage with the training content effectively.

- c. **Previous Experience and Knowledge:** An employee's prior knowledge and experience can influence their perception of training programs. Employees with relevant experience may feel less inclined to participate in basic training but may seek advanced programs. Example: At ICICI Bank, employees with prior industry experience are offered specialized training sessions that focus on advanced topics, allowing them to build upon their existing knowledge. This targeted approach enhances engagement and relevance.

3. Social Factors

Social factors encompass the external influences and relationships that can impact the training climate. These include peer relationships, workplace dynamics, and broader societal norms.

- a. **Peer Support and Relationships:** Support from colleagues can enhance the training climate, making employees more willing to participate in training programs. Example: Cognizant Technology Solutions fosters a collaborative environment where employees are encouraged to support each other's learning. Team-building exercises and peer-led workshops create a network of support, enhancing the overall training experience.
- b. **Team Dynamics:** The nature of team interactions and the level of cooperation among team members can influence the effectiveness of training. Example: Zomato promotes team-based learning through collaborative projects and group discussions. This teamwork not only enhances the training climate but also encourages knowledge sharing and mutual support among team members.
- c. **Cultural and Societal Norms:** The broader societal attitudes toward education and skill development can also impact the training climate within organizations. Example: In many Indian organizations, there is a growing recognition of the importance of skill development and continuous learning due to national initiatives like Skill India. This societal shift encourages companies to invest more in training programs and create a supportive learning environment.

9.3 ASSESSING TRAINING CLIMATE

Assessing the training climate within an organization is essential for understanding how conducive the environment is for learning and development. A well-assessed training climate can lead to improved training effectiveness, employee engagement, and overall organizational performance. This section discusses various tools and techniques for assessing training climate and the analysis of assessment results.

9.3.1 Tools and Techniques for Assessment

Various methods can be employed to assess the training climate, each offering unique insights into employees' perceptions, experiences, and the overall effectiveness of training programs. Below are three primary tools and techniques:

1. Surveys and Questionnaires: Surveys and questionnaires are structured tools designed to gather quantitative and qualitative data regarding employees' perceptions of the training climate. They can include multiple-choice questions, Likert scales, and open-ended questions.

Advantages:

- **Wide Reach:** Surveys can be distributed to a large number of employees quickly and cost-effectively.
- **Anonymity:** Employees may feel more comfortable providing honest feedback when surveys are anonymous.
- **Quantifiable Data:** The results can be easily quantified, making it easier to identify trends and areas for improvement.

Example: An organization may use a survey to ask employees about their perceptions of management support for training, the availability of resources, and their overall satisfaction with training programs. Questions may include:

- "On a scale of 1 to 5, how supported do you feel by management when attending training sessions?"
- "How relevant do you find the training programs to your current job role?"

2. Interviews and Focus Groups: Interviews and focus groups are qualitative assessment methods that involve direct interaction with employees to gather in-depth insights about their training experiences and perceptions of the training climate.

Advantages:

- **In-depth Understanding:** These methods allow for a deeper exploration of employee sentiments, motivations, and concerns.
- **Flexibility:** The interviewer can adjust questions based on responses, facilitating a more natural flow of conversation.
- **Rich Qualitative Data:** Open-ended discussions can uncover issues that structured surveys might miss.

Example: An organization may conduct focus group discussions with employees from various departments to discuss their experiences with training programs. Questions may include:

- "What aspects of our training programs do you find most beneficial?"
- "What challenges do you face when participating in training?"

3. Observational Methods: Observational methods involve directly observing training sessions and employee interactions in the workplace to assess the training climate. Observers can take notes on participant engagement, the use of resources, and the overall atmosphere during training.

Advantages:

- **Real-Time Data:** Observations provide immediate insights into how training is being conducted and received by participants.

- **Contextual Understanding:** Observers can see how organizational factors, such as team dynamics and workplace culture, affect training effectiveness.
- **Unbiased Insight:** Direct observations can reveal issues or dynamics that participants may not be aware of or willing to express.

Example: An organization may assign HR personnel to observe training sessions and assess aspects such as participant engagement levels, interaction among employees, and how well trainers facilitate discussions.

Table 9.1 Tools and Techniques for Assessment

Category	Tools and Techniques	Description	Examples
Tools and Techniques for Assessment	Surveys and Questionnaires	Structured tools for quantitative and qualitative data collection.	Employee satisfaction surveys asking about management support, resource availability, and training relevance.
	Interviews and Focus Groups	Qualitative assessment methods that involve direct interaction with employees for in-depth insights.	Conducting focus groups with employees to discuss training experiences and gather feedback on specific training programs.
	Observational Methods	Direct observation of training sessions and employee interactions to assess the training environment.	HR personnel observing training sessions to note participant engagement, interactions, and training facilitation effectiveness.

9.3.2 Analyzing Assessment Results

After collecting data from the assessment methods, organizations must analyze the results to identify strengths and weaknesses in the training climate. This analysis informs the development of strategies to improve the training environment.

I. Identifying Strengths and Weaknesses in the Training Climate

Data Analysis:

- **Quantitative Analysis:** For surveys, calculate average ratings, percentages, and standard deviations to quantify perceptions regarding the training climate. For example, if 80% of employees report feeling supported by management during training, this indicates a strong area of the training climate.

- **Qualitative Analysis:** For interviews and focus groups, identify recurring themes and sentiments. Look for patterns in employee feedback regarding training effectiveness, resource availability, and management support.

Example:

- **Strengths:** An organization might find that employees feel highly supported by management and appreciate the accessibility of training resources.
- **Weaknesses:** Conversely, the analysis might reveal concerns about the relevance of training content or a lack of peer support during training initiatives.

II. Strategies for Improving Training Climate Based on Assessment Outcomes

Once strengths and weaknesses are identified, organizations can develop targeted strategies to enhance the training climate.

Strategies:

- **Enhancing Management Support:** If assessment results indicate insufficient management support, organizations can provide training for leaders on the importance of fostering a supportive learning environment. For instance, regular meetings between management and employees can be established to discuss training needs and encourage feedback.
- **Increasing Resource Allocation:** If employees feel resources are inadequate, organizations can invest in better training materials, technology, and infrastructure. This could include implementing a learning management system that provides easy access to training modules and materials.
- **Tailoring Training Content:** If employees perceive training as irrelevant, organizations should review and update training programs to align with employees' job roles and career aspirations. Involving employees in the design process can also ensure training meets their needs.
- **Promoting Peer Support:** If lack of peer support is identified as a weakness, organizations can create mentorship programs, team-based training initiatives, or peer-led workshops to foster collaboration and support among employees.
- **Regular Feedback Loops:** Implementing mechanisms for continuous feedback allows organizations to stay informed about employees' experiences and perceptions of the training climate, ensuring ongoing improvements.

9.4 STRATEGIES FOR CREATING A POSITIVE TRAINING CLIMATE

Creating a positive training climate is essential for fostering effective learning and development within an organization. A supportive training environment enhances employee engagement, motivation, and retention of knowledge, ultimately contributing to improved organizational

performance. Below are various strategies that organizations can implement to create a positive training climate:

1. Leadership and Management Support: Active involvement and commitment from leadership and management significantly impact the training climate. When leaders prioritize training, it sends a strong message about its importance. Example, At HDFC Bank, senior management actively participates in employee training programs, reinforcing the value of continuous learning.

Strategies:

- **Visible Participation:** Leaders can participate in training sessions or workshops, demonstrating their commitment to learning.
- **Encouragement:** Management should regularly encourage employees to engage in training opportunities and express appreciation for their efforts.
- **Resource Allocation:** Ensure that adequate resources (time, budget, materials) are allocated for training initiatives.

2. Clear Objectives and Relevance: Clearly defined training objectives and relevant content enhance the perceived value of training programs. Example, Wipro conducts regular needs assessments to understand employee skill gaps and designs customized training programs that address those gaps.

Strategies:

- **Needs Assessment:** Conduct assessments to identify the specific training needs of employees and align training objectives accordingly.
- **Customization:** Tailor training content to meet the unique needs of different job roles or departments, ensuring relevance and applicability.

3. Flexible Learning Options: Offering various learning formats accommodates diverse learning styles and preferences, making training more accessible and engaging. Example: Infosys offers a blended learning approach, allowing employees to choose from online courses, in-person workshops, and self-directed learning opportunities.

Strategies:

- **Blended Learning:** Combine online and in-person training methods to provide flexibility and cater to different learning preferences.
- **Self-Paced Learning:** Allow employees to access training materials and modules at their convenience, enabling them to learn at their own pace.

4. Encouraging a Culture of Learning: Cultivating a culture that values continuous learning and improvement encourages employees to actively participate in training programs. Example, Cognizant has implemented a knowledge-sharing platform where employees can present what they've learned in training sessions to their teams, fostering a collaborative culture of learning.

Strategies:

- **Knowledge Sharing:** Create platforms for employees to share their experiences and insights gained from training with their peers, promoting a collaborative learning environment.
- **Recognition and Rewards:** Recognize and reward employees who actively engage in training and apply their learning to their roles.

5. Supportive Learning Environment: A supportive environment enhances employees' confidence in their ability to learn and grow. Example: Tata Consultancy Services (TCS) has established mentorship programs that connect experienced employees with new hires, providing a support system for ongoing learning.

Strategies:

- **Mentorship Programs:** Pair employees with mentors who can provide guidance, support, and feedback during and after training.
- **Peer Support:** Encourage team-based training initiatives and group discussions that allow employees to learn from each other.

6. Continuous Feedback and Improvement: Regular feedback on training programs and employee performance helps organizations continuously refine their training climate. Example, Hindustan Unilever regularly collects feedback from employees regarding training effectiveness and uses this data to continuously improve their training offerings.

Strategies:

- **Post-Training Surveys:** Conduct surveys after training sessions to gather feedback on content, delivery, and overall effectiveness.
- **Performance Metrics:** Track employee performance improvements post-training and adjust programs based on these insights.

7. Incorporating Technology: Leveraging technology can enhance the training experience and make it more interactive and engaging. Flipkart employs a sophisticated LMS that allows employees to access a variety of training resources, track their learning progress, and participate in gamified assessments.

Strategies:

- **Learning Management Systems (LMS):** Implement an LMS to centralize training materials, track progress, and provide easy access to resources.
- **Gamification:** Use gamified training modules to make learning more engaging and enjoyable for employees.



Check Your Progress- A

Which of the following best defines "training climate"?

- a) The physical environment where training takes place.
 - b) The overall atmosphere, culture, and conditions within an organization that influence the effectiveness of training programs.
 - c) The budget allocated for training and development.
 - d) The number of training sessions conducted annually.
2. **According to Baldwin & Ford (1988), training climate includes:**
- a) Only the availability of training resources.
 - b) Organizational practices, policies, and support systems.
 - c) Employee satisfaction levels.
 - d) The number of training programs offered.

Short Answer Questions

3. Explain why management support is crucial in shaping the training climate. Provide an example from the text.
4. List and briefly describe three elements of a positive training climate as outlined in the text.

True/False Questions

5. True or False: A positive training climate only benefits employees and has no direct impact on organizational performance.

9.5 TRAINING TECHNIQUES OVERVIEW

Training techniques are crucial for developing employee competencies, enhancing job performance, and ensuring organizational success. These methods are broadly categorized into Traditional Training Techniques, Interactive Training Techniques, and Experiential Learning Techniques. Each category offers distinct approaches suited for different learning objectives, work environments, and target groups.

I. Traditional Training Techniques

These methods are lecture-based, formal, and instructor-centered, focusing on knowledge dissemination in a structured environment.

1. **Lecture Method:** The lecture method involves an instructor presenting information to a group of learners in a formal setting, allowing for the efficient dissemination of knowledge. This technique is particularly prevalent in Indian educational institutions and corporate training programs, where subject matter experts share insights on complex topics. For instance, companies like Tata Consultancy Services (TCS) often employ lectures in their initial training sessions to introduce new employees to foundational concepts in IT and business management. While the lecture method enables the effective delivery of theoretical knowledge, it often lacks interactive elements, potentially limiting participant engagement and retention.
2. **Classroom Training:** Classroom training offers a more structured environment than lectures, incorporating visual aids and interactive elements. In Indian firms like Infosys,

classroom training sessions are designed to facilitate hands-on learning through discussions, group activities, and real-time feedback. This approach not only fosters a collaborative learning atmosphere but also allows trainers to gauge employee understanding and adjust their teaching methods accordingly. However, the effectiveness of classroom training can vary based on the size of the group and the trainers' abilities to engage participants actively.

3. **Seminars and Conferences:** Seminars and conferences serve as platforms for knowledge exchange among professionals and experts. Indian firms frequently organize seminars to keep their employees updated on industry trends, new technologies, and best practices. For example, Wipro regularly hosts conferences featuring industry leaders who share insights on emerging trends in technology and management. These events encourage networking and collaboration, providing employees with opportunities to learn from experts and peers. However, the effectiveness of these sessions often depends on the engagement level of participants and the quality of speakers.
4. **Workbooks and Manuals:** Workbooks and manuals are self-paced training materials that allow employees to learn independently. Many Indian firms, such as HCL Technologies, provide employees with workbooks that include step-by-step guides and exercises related to their specific roles. These resources serve as both training tools and reference materials, enabling employees to reinforce their learning at their own pace. While workbooks are beneficial for self-directed learning, they may lack the interactive elements that enhance understanding and application in real-world scenarios.

II. Interactive Training Techniques

Interactive training techniques have gained prominence in corporate learning environments, emphasizing active participation and engagement among trainees. Notable methods include the case study method, role-playing, group discussions, and virtual learning platforms, each facilitating dynamic learning experiences tailored to real-world applications.

1. **Case Study Method:** The case study method immerses learners in real or simulated business scenarios, encouraging them to analyze and propose solutions to complex problems. Indian firms like HDFC Bank leverage this technique in their management training programs, presenting employees with detailed case studies based on actual market challenges. Participants engage in critical thinking and decision-making, fostering a deeper understanding of the nuances of business operations. This method not only enhances analytical skills but also encourages collaboration as employees discuss different perspectives and solutions, mirroring the collaborative nature of modern workplaces.
2. **Role-Playing:** Role-playing involves participants assuming specific roles to simulate real-life interactions and scenarios. For instance, ITC Limited employs role-playing exercises in their sales training programs, where employees practice handling customer objections and closing sales. This experiential learning technique allows trainees to

explore various communication styles and develop interpersonal skills in a controlled environment. By providing immediate feedback and opportunities for reflection, role-playing enhances participants' confidence and prepares them for similar situations in their actual work contexts.

3. **Group Discussions:** Group discussions facilitate collaborative learning, encouraging participants to share ideas and perspectives on specific topics. Indian organizations like Infosys and Tata Steel utilize this technique in training sessions to promote open dialogue among employees. By discussing case studies, industry trends, or company strategies, participants can learn from one another's experiences and insights. This method not only enhances critical thinking and communication skills but also fosters a sense of belonging and teamwork, crucial elements in today's corporate culture.
4. **Virtual Learning Platforms (e-Learning):** Virtual learning platforms have transformed the landscape of employee training, particularly in response to the rise of remote work. Companies like Wipro and Cognizant have adopted e-learning platforms that offer interactive courses, webinars, and forums for discussion. These platforms allow employees to engage with content through quizzes, discussion boards, and multimedia resources, making learning more accessible and flexible. Virtual learning fosters self-paced development and enables organizations to reach geographically dispersed teams, providing a consistent training experience across locations.

III. Experiential Learning Techniques

Experiential learning techniques prioritize hands-on experiences, allowing participants to acquire skills through active engagement in real-world situations. Key methods include on-the-job training, simulation training, internships and apprenticeships, outdoor training/adventure learning, and job rotation and cross-training, all of which are effectively utilized in various Indian industries.

1. **On-the-Job Training (OJT):** On-the-job training (OJT) is a common practice in industries such as automotive manufacturing and retail, where new employees learn directly in the work environment under the guidance of experienced colleagues. For example, Mahindra & Mahindra implements OJT for new assembly line workers, allowing them to understand machinery operation and quality control processes firsthand. This technique fosters immediate application of skills, enhances confidence, and builds strong mentor-mentee relationships, which are essential for organizational culture.
2. **Simulation Training:** Simulation training provides a safe, controlled environment where employees can practice skills without real-world consequences. Larsen & Toubro (L&T) employs simulation-based training for engineers, particularly in areas like construction and project management. By utilizing advanced software that simulates project scenarios, employees can practice decision-making, resource allocation, and risk management. This approach not only enhances technical skills but also prepares employees for unexpected challenges in their actual work.

3. **Internships and Apprenticeships:** Internships and apprenticeships are crucial for bridging the gap between education and industry. Companies such as Tata Consultancy Services (TCS) run internship programs for students from technical backgrounds, allowing them to work on real projects and gain valuable insights into corporate operations. Similarly, Crompton Greaves offers apprenticeships that enable young individuals to learn specific trades while working under seasoned professionals. These experiences enrich students' understanding of workplace dynamics and expectations, making them more employable upon graduation.
4. **Outdoor Training / Adventure Learning:** Outdoor training/adventure learning focuses on team-building and leadership skills through experiential activities in natural settings. Organizations like Wipro and Coca-Cola India utilize adventure learning programs that involve activities such as trekking, rock climbing, and team challenges. These experiences promote teamwork, resilience, and problem-solving abilities, encouraging participants to step outside their comfort zones and develop interpersonal skills that are transferable to the workplace.
5. **Job Rotation and Cross-Training:** Job rotation and cross-training involve moving employees through different roles or departments to enhance their skill sets and organizational knowledge. Companies like Hindustan Unilever implement job rotation programs, enabling employees to experience various functions, from marketing to supply chain management. This practice not only broadens employees' perspectives and capabilities but also cultivates a more adaptable workforce that can respond effectively to shifting business needs.

9.6 MODERN TRAINING TECHNIQUES

Modern training techniques leverage technology to enhance learning experiences and make training more accessible and effective. Key approaches include **E-Learning or online training**, **Blended learning**, and **mobile learning**, all of which have been successfully implemented across various industries.

1. **E-Learning or online training:** E-Learning or online training utilizes digital platforms to deliver educational content, enabling employees to learn at their own pace and convenience. This technique has gained popularity due to its flexibility and scalability. For instance, **Wipro** has implemented an online training platform called **Wipro Academy of Software Excellence (WASE)**, where employees can access a vast library of courses covering software development, project management, and soft skills. This approach allows Wipro to train a large number of employees simultaneously, ensuring consistency in knowledge and skills across the organization. Furthermore, the online format facilitates the integration of multimedia elements like videos, quizzes, and interactive modules, enhancing engagement and knowledge retention.
2. **Blended learning:** Blended learning combines traditional face-to-face training with online learning components, offering a comprehensive training experience that maximizes the benefits of both methods. Infosys employs a blended learning approach

in its training programs, where new hires participate in in-person workshops and complement their learning with online modules. This method allows participants to engage in discussions and collaborative activities during in-person sessions while providing the flexibility of online resources for self-paced learning. Blended learning not only caters to different learning styles but also fosters a more engaging and dynamic training environment, enhancing knowledge transfer and skill application in the workplace.

- 3. Mobile learning:** (m-learning) refers to training that can be accessed via mobile devices, providing employees with the ability to learn anytime and anywhere. Companies like Flipkart have embraced mobile learning to train their workforce on various topics, from product knowledge to customer service skills. Flipkart's mobile app offers bite-sized learning modules that employees can complete during their commute or downtime, making training more accessible and convenient. This approach capitalizes on the ubiquity of smartphones, allowing employees to integrate learning into their daily routines, which can lead to higher engagement and knowledge retention.

In addition to enhancing accessibility, mobile learning enables organizations to quickly disseminate important updates or training materials to a geographically dispersed workforce. **Tata Steel** utilizes mobile learning to train its field employees on safety protocols and operational procedures. By providing training resources on mobile devices, Tata Steel ensures that employees can easily access critical information in real time, ultimately enhancing workplace safety and operational efficiency.

The selection of appropriate training techniques is crucial to ensure effective knowledge transfer and skill development. This process involves considering various factors that influence technique selection and evaluating the effectiveness of the chosen methods. Below, we detail the critical factors influencing technique selection and the criteria for evaluating training techniques, supplemented by illustrations and diagrams for clarity.

9.6.1 Factors Influencing Technique Selection

1. Training Objectives and Desired Outcomes

The primary factor influencing the selection of training techniques is the training objectives, which define what the training program aims to achieve. Objectives can vary widely, such as improving specific skills, increasing knowledge in a particular area, or changing behavior. For instance:

- **Skill Development:** If the goal is to develop specific technical skills, hands-on training methods like simulation or on-the-job training may be more appropriate.
- **Knowledge Acquisition:** For knowledge-focused training, lecture methods or e-learning platforms may be effective.
- **Behavior Change:** Techniques such as role-playing or group discussions can facilitate behavioral changes by allowing participants to practice new skills in a controlled environment.

2. Nature of the Content and Learning Styles of Participants

The nature of the content being delivered and the preferred learning styles of participants significantly impact the choice of training techniques.

- **Content Complexity:** For complex or technical subjects, interactive methods such as case studies or simulations may help participants grasp intricate concepts better than passive learning techniques.
- **Diverse Learning Styles:** Individuals have varied learning preferences, including visual, auditory, and kinesthetic. A blend of techniques that cater to multiple styles—like videos for visual learners, discussions for auditory learners, and hands-on activities for kinesthetic learners—can enhance the overall learning experience.

3. Availability of Resources and Technology

The availability of resources—such as time, budget, and technology—plays a vital role in determining which training techniques can be feasibly implemented.

- **Budget Constraints:** Organizations with limited budgets may favor traditional methods, like lectures and classroom training, over more expensive interactive methods or e-learning platforms.
- **Technology Infrastructure:** Organizations equipped with advanced technology can leverage online learning platforms, simulations, and virtual reality to enhance training effectiveness.

9.6.2 Evaluating Training Techniques

1. Effectiveness and Efficiency of Various Techniques

Evaluating training techniques involves assessing their effectiveness in meeting training objectives and their efficiency in resource utilization.

- **Effectiveness:** This refers to how well the training technique achieves its desired outcomes. For example, post-training assessments and participant feedback can help determine if the techniques used led to the expected skill improvement or knowledge acquisition.
- **Efficiency:** This pertains to the cost and time investment required for training relative to the outcomes achieved. Techniques that provide significant learning in a short timeframe or at a low cost are typically deemed more efficient.

2. Considerations for Diverse Learning Environments and Participant Needs

When evaluating training techniques, it is essential to consider the diverse learning environments and the specific needs of participants.

- **Diversity in Learning Environments:** Different settings—such as in-person classrooms, remote work environments, or hybrid models—may necessitate different training approaches. For instance, virtual learning may require interactive elements to keep remote learners engaged.

- **Participant Needs:** Understanding the demographics, backgrounds, and prior knowledge of participants is crucial for tailoring training. Techniques must accommodate varying skill levels, cultural backgrounds, and learning preferences to ensure inclusivity and accessibility.

9.7 SELECTING APPROPRIATE TRAINING TECHNIQUES

The selection of training techniques is a critical process that directly impacts the effectiveness of training programs. This section explores the factors influencing the selection of training techniques and provides a framework for evaluating their effectiveness.

9.7.1 Factors Influencing Technique Selection

Selecting the right training technique involves multiple considerations. The following factors play a crucial role in determining which training method will be most effective.

1. Training Objectives and Desired Outcomes

The training objectives outline what the organization aims to achieve through the training program. Clear objectives provide a framework for selecting appropriate techniques. Objectives can be categorized as follows:

- **Knowledge Acquisition:** When the goal is to provide foundational knowledge or update participants on new information, methods such as lectures, e-learning modules, or classroom training may be used. For example, a pharmaceutical company might use e-learning modules to ensure employees are up-to-date with the latest drug regulations.
- **Skill Development:** If the focus is on enhancing specific skills (technical, soft, or leadership), hands-on training methods like workshops, role-playing, or simulations are preferred. For instance, an IT company may employ simulation training to help software developers practice coding in a controlled environment.
- **Behavior Change:** When the objective is to instill a change in attitudes or behaviors, interactive techniques such as case studies or group discussions can facilitate engagement and practical application. For example, a company may use role-playing to develop empathy and teamwork among employees in a customer service setting.

Diagram 1: Types of Training Objectives and Corresponding Techniques

Training Objectives	Techniques
Knowledge Acquisition	Lectures, E-Learning Modules
Skill Development	Workshops, Simulations, Role-Playing
Behavior Change	Case Studies, Group Discussions

2. Nature of the Content and Learning Styles of Participants

The content of the training program plays a significant role in technique selection. Consider the following:

- **Complexity of Content:** For intricate or technical subjects, interactive and engaging methods such as **case studies** or **problem-based learning** can enhance understanding. For example, an engineering firm might use case studies to allow trainees to analyze real-world problems and develop solutions.
- **Learning Styles:** Participants have different learning preferences, including visual, auditory, and kinesthetic styles. Techniques should be selected to cater to these varied learning styles. A combination of **videos**, **hands-on activities**, and **discussions** can help address diverse preferences. For instance, in a marketing training session, visuals like infographics can aid visual learners, while group discussions can benefit auditory learners.

3. Availability of Resources and Technology

The availability of resources impacts the feasibility of implementing certain techniques. Consider these aspects:

- **Budget Considerations:** Organizations with budget constraints may prefer traditional methods such as **classroom training** or **manuals** over high-cost options like **virtual simulations**. A small startup may choose classroom training to educate employees on company policies rather than invest in sophisticated e-learning platforms.
- **Technological Infrastructure:** Companies with access to advanced technology can leverage techniques such as **e-learning platforms**, **virtual reality (VR) simulations**, or **mobile learning apps**. For instance, a multinational corporation may implement an e-learning system to provide training to employees across various geographic locations.

9.7.2 Evaluating Training Techniques

Evaluating training techniques involves assessing their effectiveness and efficiency while considering diverse learning environments and participant needs.

1. Effectiveness and Efficiency of Various Techniques

Evaluating training techniques requires analyzing two key aspects:

- **Effectiveness:** This refers to how well a technique achieves the training objectives. It can be measured using various evaluation tools, such as:
 - **Pre- and Post-Training Assessments:** Comparing participants' knowledge or skill levels before and after training can provide quantitative data on effectiveness.
 - **Participant Feedback Surveys:** Gathering feedback from participants can help identify which techniques resonated most and whether they met their needs. For instance, an employee feedback survey might reveal that simulation training was highly effective in improving confidence in practical skills.

- **Behavioral Observations:** Observing changes in behavior or performance on the job post-training can offer qualitative insights into the training's effectiveness.
- **Efficiency:** This refers to the balance between the resources invested (time, cost, effort) and the outcomes achieved. Techniques that deliver substantial results with minimal resource expenditure are often considered more efficient. For example, blended learning—which combines online and face-to-face methods—can reduce training costs while enhancing learning flexibility.

Diagram 2: Effectiveness Vs. Efficiency of Training Techniques

Training Techniques	Effectiveness	Efficiency
Lectures	Moderate	High
E-Learning	High	Moderate
Simulation Training	High	Low
Workshops	High	Moderate

2. Considerations for Diverse Learning Environments and Participant Needs

Training programs should be designed with consideration for the varying needs and learning environments of participants. Key considerations include:

- **Learning Environment:** Different settings (in-person, remote, hybrid) require tailored approaches. For example, remote teams may benefit from virtual learning platforms with interactive features like breakout rooms for discussions, while in-person teams might thrive in hands-on workshops.
- **Participant Diversity:** Understanding the demographics, prior knowledge, and learning preferences of participants is essential for technique selection. Customizing training methods to align with participant needs enhances the learning experience and promotes better retention of knowledge and skills. For example, a multinational company might develop localized training materials to accommodate cultural differences among global teams.

Diagram 3: Participant Diversity and Learning Environment Considerations

Consideration	In-Person Training	Remote Training	Hybrid Training
Learning Environment	Hands-on activities, workshops	Virtual simulations, e-learning	Combination of both
Participant Diversity	Tailored group activities	Online forums, breakout rooms	Flexible, accommodating various styles

9.8 MEASURING THE EFFECTIVENESS OF TRAINING TECHNIQUES

9.8.1 Evaluation Models

Effective measurement of training techniques is crucial for understanding their impact on learners and organizational performance. Two prominent evaluation models are Kirkpatrick's Four-Level Training Evaluation Model and Phillips ROI Model.

I. Kirkpatrick's Four-Level Training Evaluation Model

Developed by Donald Kirkpatrick in 1959, this model provides a systematic approach to evaluate the effectiveness of training programs through four distinct levels:



1. **Reaction:** This level assesses participants' immediate response to the training. Surveys and feedback forms are typically used to gauge how well the training was received, focusing on aspects such as the training environment, the trainer's effectiveness, and the relevance of the content. For example, a company might use a post-training survey to ask employees how engaging and applicable they found the training sessions.
2. **Learning:** The second level measures the knowledge and skills acquired by participants during the training. Pre- and post-training assessments, quizzes, or practical tests can determine the extent of knowledge gained. For instance, if employees attended a safety training workshop, a quiz before and after the session could reveal the improvement in their understanding of safety protocols.
3. **Behavior:** This level evaluates how well participants apply their newly acquired skills and knowledge on the job. Observations, performance appraisals, and 360-degree feedback can provide insights into changes in behavior post-training. A practical

example might involve a sales team implementing new sales techniques learned in training and then measuring changes in sales performance over the following months.

4. **Results:** The final level assesses the training's impact on the organization, looking at measurable outcomes such as increased productivity, sales growth, improved quality, or reduced turnover. Organizations often track key performance indicators (KPIs) to evaluate the broader effects of training programs. For instance, a manufacturing company may measure the reduction in defects in products after training employees on quality control procedures.

II. Phillips ROI Model for Training Effectiveness

Developed by Jack Phillips in the 1990s, the Phillips ROI Model expands on Kirkpatrick's framework by incorporating a fifth level focused on return on investment (ROI). The model includes:

1. **Identify the program's objectives:** Establish clear objectives for the training program to measure its effectiveness.
2. **Measure the level of reaction, learning, behavior, and results:** Similar to the Kirkpatrick model, gather data on participants' reactions, learning outcomes, changes in behavior, and organizational results.
3. **Convert data to monetary values:** Assign monetary values to the training outcomes, such as increased productivity, cost savings, and revenue growth. For instance, if a training program leads to a 10% increase in sales for a team, calculate the additional revenue generated as a result.
4. **Calculate the ROI:** Use the formula below to calculate the ROI of the training program:

$$ROI = \frac{(MonetaryBenefits - TrainingCosts)}{TrainingCosts} \times 100$$

5. **Report and communicate results:** Share findings with stakeholders, emphasizing the training program's value and its contribution to achieving organizational goals.

9.8.2 Continuous Improvement

Continuous improvement in training techniques involves establishing feedback mechanisms and adapting training programs based on evaluation results.

Feedback Mechanisms and Follow-Up Assessments

Feedback is vital for understanding the effectiveness of training and identifying areas for improvement. Organizations can implement various feedback mechanisms:

- **Post-Training Surveys:** Collect immediate feedback from participants about their training experience, identifying strengths and weaknesses.

- **Focus Groups:** Conduct discussions with participants to gather qualitative insights on the training content and delivery.
- **Follow-Up Assessments:** Schedule assessments several weeks or months after training to evaluate long-term retention of knowledge and skills. This can include refresher courses, online quizzes, or practical demonstrations.

Adapting Training Techniques Based on Evaluation Results

Training programs should be flexible and adaptable to the changing needs of participants and organizational goals. Here's how organizations can adapt their training techniques:

- **Content Adjustment:** Modify training materials based on participant feedback and assessment results to ensure relevance and effectiveness.
- **Technique Refinement:** If certain training techniques (e.g., lecture method) are less effective, organizations can explore alternative methods (e.g., interactive techniques) to enhance engagement and learning.
- **Customization:** Tailor training programs to address the unique needs of different participant groups, taking into account varying skill levels, learning styles, and job roles.
- **Ongoing Evaluation:** Continuously monitor and evaluate training effectiveness, making adjustments as necessary to ensure continuous improvement and alignment with organizational objectives.

9.9 SUMMARY

A **training climate** refers to the organizational environment that impacts the success of training initiatives. It includes elements like management support, peer collaboration, resource availability, organizational culture, and feedback mechanisms. A positive training climate motivates employees, encourages skill development, and aligns training efforts with business goals. Companies like TCS, Flipkart, and Hindustan Unilever exemplify effective training climates through leadership involvement, continuous improvement, and robust learning systems. Evaluating training programs regularly ensures they remain relevant and impactful, fostering long-term growth and higher employee engagement.

The overview of training techniques highlights three main categories: Traditional, Interactive, and Experiential Learning Techniques. Traditional methods, such as lectures and classroom training, focus on structured knowledge delivery but may lack engagement. Interactive techniques, like case studies and role-playing, emphasize active participation, enhancing practical skills. Experiential learning techniques prioritize hands-on experience, including on-the-job training and internships. Modern approaches leverage technology, including e-learning and blended learning, to improve accessibility and engagement. Key factors for selecting training techniques include objectives, content complexity, and available resources, while evaluation involves assessing effectiveness and efficiency to ensure alignment with participant needs and learning environments.

9.10 GLOSSARY



- **Training Climate:** The overall atmosphere, culture, and conditions within an organization that influence the effectiveness and perception of training programs. It includes organizational policies, management support, resource availability, and employee attitudes toward learning and development.
- **Organizational Culture:** The shared values, beliefs, and norms within an organization that shape employees' attitudes and behaviors towards training and development. A culture that encourages learning, innovation, and open communication fosters a positive training climate.
- **Learning Management System (LMS):** A software application or web-based technology used to plan, implement, and assess a specific learning process. It facilitates the administration, documentation, tracking, reporting, and delivery of educational courses or training programs.
- **Blended Learning:** An educational approach that combines online digital media with traditional classroom methods. It provides some degree of control over time, place, path, or pace of learning.
- **Gamification:** The incorporation of game design elements in non-game contexts, such as training programs, to increase engagement, motivation, and participation among employees.
- **Peer Support:** The assistance and encouragement provided by colleagues and team members that enhance the training experience. It includes collaboration, knowledge sharing, and mutual support during training activities.
- **Interactive Training:** Techniques that encourage active participation and engagement among learners.
- **Experiential Learning:** Learning through hands-on experiences and active engagement in real-world situations.
- **E-Learning:** Online training that allows employees to learn at their own pace and convenience.
- **Blended Learning:** A combination of traditional and online training methods to maximize learning experiences.
- **Role-Playing:** A training method where participants simulate real-life interactions to develop skills.
- **Simulation Training:** Training in a controlled environment using simulated scenarios to practice skills.

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9.13 TERMINAL AND MODEL QUESTIONS

1. Describe how resource availability influences the training climate and provide an example of a company that effectively manages this factor.
2. Explain the relationship between organizational culture and training climate. How does Infosys exemplify this relationship?
3. Evaluate the impact of peer support on the training climate with reference to Mahindra & Mahindra's approach.
4. Discuss the importance of a positive training climate in enhancing employee motivation and organizational commitment. Include examples from Indian firms mentioned in the text.

5. Analyze the role of feedback mechanisms in maintaining a positive training climate. How do organizations like Hindustan Unilever utilize feedback to improve their training programs?
6. Imagine you are the HR manager of a mid-sized Indian IT company experiencing low participation in training programs. Using the strategies outlined in the text, develop a comprehensive plan to create a positive training climate.
7. Discuss the differences between traditional and interactive training techniques. Provide examples of each.
8. How can organizations evaluate the effectiveness of their training programs?
9. What factors should be considered when selecting training techniques for a specific training program?
10. Describe the role of modern training techniques in enhancing employee learning experiences.
11. Explain Kirkpatrick's Four-Level Training Evaluation Model and its significance in training assessment.

UNIT 10 SELECTING TRAINING STRATEGIES

10.1 Introduction

10.2 Objectives

10.3. Importance Of Training Strategies

10.4 Factors Influencing Strategy Selection

10.5 Types Of Training Strategies

10.6 Adapting Training Strategies For Diverse Audiences

10.7 Implementing Training Strategies

10.8 Summary

10.9 Glossary

10.10 Answer to Check Your Progress

10.11 Reference/ Bibliography

10.12 Suggested Readings

10.13 Terminal & Model Questions

10.1 INTRODUCTION

In business, adaptability and growth are crucial. Well-designed training strategies are one of the best ways to keep staff competitive and skilled. Training methods aim to improve employees' knowledge, skills, and competences in line with company goals. This chapter discusses the importance of choosing training strategies, their selection variables, and their impact on workforce development.

Effective training programs must be customized for an organization and its personnel. A complete needs assessment reveals skill gaps between current employee skills and optimal performance skills to start a successful training program. This technique helps businesses identify training's greatest benefit, maximizing resource use.

Different learning contexts and goals require different training tactics. Traditional classroom training is popular for its structure and instructor-student interaction. E-learning and online training options, which are flexible and accessible, are becoming more popular as technology advances. Combining conventional and digital methods to accommodate varied learning styles and create a more complete learning experience is becoming more popular.

Selection of the correct training plan comprises various elements. Training should support the company's mission and goals. Audience understanding is crucial. Employee prior knowledge, learning styles, and cultural backgrounds can greatly impact training program efficacy. Interactive training may appeal to younger, tech-savvy staff, while classic methods may suit others.

Budget limits affect training strategy selection. Organizations must compare training expenses against ROI. Some solutions may involve a large initial expenditure, but they may save money and improve employee performance. Ranking training methods by cost-effectiveness helps firms prioritize.

Implementation is key to training strategy success. Effective preparation and logistics keep training sessions running smoothly and keep participants motivated. A helpful training environment requires communication with stakeholders, including management and staff. In addition, participant input during and after training sessions helps improve.

Effective training programs depend on constant review and change. To evaluate training's impact on employee performance and business outcomes, organizations must define KPIs. This data-driven approach enables for modifications, keeping training current and successful in a changing environment.

Finally, choosing the correct training tactics is crucial to organizational success. Organizations may build a trained, adaptive workforce ready for future challenges by recognizing employee requirements and matching training with corporate goals. This chapter shows that careful training strategy selection and implementation can boost employee performance and organizational effectiveness.

10.2 OBJECTIVES

After reading this unit you will be able to:

- Importance Of Training Strategies
- Factors Influencing Strategy Selection
- Types Of Training Strategies
- Adapting Training Strategies For Diverse Audiences
- Implementing Training Strategies

10.3 IMPORTANCE OF TRAINING STRATEGIES

Training programs are important for personal and professional growth. Training strategies are important for many reasons:

In skill development, training programs aim to identify and address knowledge and skill gaps in people or teams through targeted learning experiences.

Continuous skill development is crucial to stay relevant and up-to-date in today's fast-paced environment.

2. Performance Improvement: a. Training provides employees with the skills and knowledge to flourish in their roles, resulting in better job performance.

Improved performance leads to improved efficiency, quality production, and a beneficial impact on the organization's bottom line.

3. Employee Engagement and Satisfaction: a. Training opportunities foster a sense of value and engagement in work.

b. Increased employee satisfaction reduces recruitment and onboarding costs by increasing retention rates.

4. Adaptation to Change: a. Training programs aid in adapting to technical changes, market demands, and industry trends.

Employees that are proficient in current tools and procedures can adapt to change and enhance the organization's agility.

5. Boosted Innovation: a. Training programs that promote creativity and critical thinking help employees to generate innovative solutions to difficulties.

A culture of innovation fosters ongoing progress and market competitiveness.

6. Risk Mitigation: a. Effective training initiatives are crucial for educating personnel about safety standards and best practices in industries with possible safety hazards.

b. Well-trained staff lead to safer behavior, decreasing accidents and legal costs.

7. Consistency and Standardization: a. Training ensures consistent performance and product/service quality by ensuring staff follow standardized processes and procedures.

b. Consistency enhances brand image and client trust.

8. Leadership Development: a. Training programs identify and develop potential leaders inside the organization.

b. Effective leadership skills boost team management, employee motivation, and organizational success.

9. Customer Satisfaction: a. Training personnel in customer service abilities enhances client encounters, resulting in increased satisfaction and loyalty.

Satisfied consumers are more likely to become brand advocates and refer others, boosting the company's image.

10. Enhanced Competitiveness: a. Prioritizing training and development leads to a more trained and capable workforce, providing a market advantage.

b. Well-trained personnel boost productivity and enhance client experiences, distinguishing the firm from competitors.

11. Talent Attraction and Retention: a. Strong training programs attract top talent seeking growth and advancement.

Investing in employee development improves retention rates, saving the cost and labor of hiring new workers.

The initial investment in training can result in cost savings over time by reducing errors, inefficiencies, and workplace accidents (12. Cost Savings).

Highly trained staff operate more efficiently, optimizing resources and enhancing cost-effectiveness.

Thus, training techniques are essential for personal and professional growth, guaranteeing a trained and engaged workforce, fostering innovation, enhancing performance, and helping organizations succeed in a competitive environment. Businesses can profit and stay ahead by investing in well-designed and focused training.

10.4 FACTORS INFLUENCING STRATEGY SELECTION

1. Organizational Objectives

Overview

Organizational objectives underpin any training plan. They set the organization's direction and give a framework for evaluating training activities.

Business Strategy Alignment

- **Strategic Goals:** Whether the company wants to expand, improve customer service, or adopt new technologies, it must know its overall goals. Effective training regimens match these goals.
- **Metrics for performance:** Strategic KPIs are often set by organizations. These indicators should be improved through training to prepare personnel for business success.

Types of Goals

- **Short-term goals** may emphasize skill acquisition, while **long-term goals** may include leadership development and succession planning. A balanced approach requires training programs for both.
- **Goals should be SMART** (specific, measurable, achievable, relevant, and time-bound). This clarity aids goal-oriented training program design.

Impact on Training Strategy Choice

- **Focus Areas:** Various goals require distinct training approaches. Customer service improvements may involve role-playing, while technology upgrades may require technical training.
- **Evaluation Criteria:** Success of training programs can be measured against organizational goals. Training is assessed regularly to stay relevant and effective.

2. Learner Characteristics Audience Analysis

Overview

Selecting effective training tactics requires knowing the target audience. Addressing learners' different backgrounds, experiences, and preferences can improve training outcomes.

Demographical Factors

- **Age and Experience:** Learning preferences differ by age group. Traditional training may assist older workers, while digital and interactive approaches may benefit younger workers.
- **Cultural Background:** Cultural differences impact communication, learning, and interaction in training. Training designs must be culturally sensitive and inclusive.

Learning style/preferences

- **Cognitive Styles:** Individuals may learn best through visual assistance, hands-on experiences, or auditory instructions. Different teaching approaches can accommodate different learning styles.
- **Tailor training tactics** to engage and inspire learners by understanding their motivations, such as personal development, job progress, or intrinsic interest.

Skill and previous knowledge

- **ability Assessment:** Pre-training tests let trainers tailor content to participants' ability levels.
- **Identifying knowledge or skill gaps** allows for focused training tailoring to specific needs, improving program efficacy.

3. Learning Resources and Environment

Overview

The learning environment includes physical and virtual training locations and learning resources. A good learning environment can boost training efficacy.

Physical Setting

- **Classroom Setup:** Physical classroom organization impacts interaction and participation. Flexible seating encourages collaboration, while typical settings may hamper group talks.
- **Access to technology** can improve training delivery, particularly in hybrid or remote contexts. Implementation requires learners to have the right tools.

Virtual Learning Environments

- **E-Learning Platforms:** Selecting the right platform might impact training flexibility and accessibility. Organizations must assess platform user experience and technical support.

- Additional interactive tools like discussion forums, quizzes, and gamification can boost interest in online training.

Allocate Resources

- **Human Resources:** Competence of trainers and facilitators is vital for successful training efforts. Skilled trainers improve results.
- **Quality training materials,** including manuals, videos, and online tools, are essential. These materials should be current and relevant to improve learning.

4. Budget Matters

Overview

Budget typically determines the training initiatives an organization may implement. Knowing the cost consequences of different training methods can help you choose.

Cost Analysis

- **Direct costs** include training materials, facilities, and instructor fees. A complete cost analysis compares training techniques and costs.
- **Indirect Costs:** Pay attention to indirect costs like lost productivity during training and overtime. Organisations should assess the fiscal implications.

Organizations must set measures to measure the return on investment (ROI) for training projects. This entails weighing training expenditures against performance and productivity gains.

- **Long-term vs. Short-term Costs:** Training programs may be expensive initially, but can result in increased efficiency and less turnover. A complete cost-benefit analysis is needed.

Funding sources

- **Internal Funding:** Organizations often designate resources for training. Understand internal finance systems to maximize resources.
- Organizations may seek external funding sources, such government grants or business collaborations, to finance training efforts.

10.5 TYPES OF TRAINING STRATEGIES

1. On-the-Job Training (OJT) Overview

On-the-job training involves hands-on learning while working. This technique is relevant and practical because trainees learn skills in real work contexts.

The benefits of on-the-job training include: • **Real-Time Learning:** Trainees learn in their job context, increasing relevance.

- Immediate Application: Employees can practice new skills and reinforce learning.
- Cost-Effective: OJT may use existing workers and equipment, resulting in lower resource requirements than formal training programs.

Implementation Methods

- Mentorship Programs: Connecting new hires with experienced mentors for knowledge transfer and support in overcoming workplace issues.

To improve OJT effectiveness, create structured learning plans with specific targets and dates to ensure trainees have full exposure to all relevant skills.

Issues and Considerations

- Quality Variability: OJT quality varies based on mentor skills and work environment.
- Lack of Formal Assessment: OJT performance measurement is problematic without organized assessments, requiring feedback systems.

OJT Best Practices

- Regular Check-ins: Regular evaluations and feedback sessions bolster learning and identify opportunities for growth.
- Progress Documentation: Tracking skills and competencies helps evaluate training effectiveness and guide improvement.

2. Classroom Training Overview

Instructors lead classroom training in a typical classroom. This strategy provides systematic learning for core knowledge and abilities.

Classroom training benefits include a structured learning environment that enhances focus and reduces distractions, creating a favorable learning environment.

- Interactive Engagement: In-person training promotes engagement through conversations, group activities, and teacher feedback.
- Networking Opportunities: Classroom training promotes collaboration and relationship-building among employees.

Designing Effective Classroom Training • Curriculum Development: A well-organized curriculum that meets organizational goals ensures relevant and complete training.

- Incorporate diverse teaching modalities, including lectures, group work, and multimedia presentations, to accommodate diverse learning styles.

Challenges in Classroom instruction: • Limited Flexibility: Scheduling constraints may prevent all employees from attending, thereby depriving some teammates of vital instruction.

- **One-Size-Fits-All Approach:** Classroom training may not meet individual learners' needs, limiting effectiveness.

Improving Classroom Training

- Integrating technology, like interactive whiteboards or audience response systems, can improve engagement and learning.
- Implement post-training tests to measure knowledge retention and highlight areas for improvement.

3. E-Learning and Online Training Overview

Online training and e-learning use digital platforms to deliver educational content. Flexibility and accessibility make this training method popular.

E-learning offers flexibility for employees to learn at their own pace, enabling them to integrate training with work duties.

- E-learning is cost-effective as it removes travel and venue expenditures involved with in-person training.
- **Scalability:** Training programs can be easily scaled to handle huge staff numbers without major expense increases.

Main E-Learning Program Components

- **LMS:** Streamlined distribution, tracking, and management of training content enable valuable analytics on employee progress.
- Additional interactive content such as videos, quizzes, and modules can improve engagement and retention.

E-Learning Challenges

- **Limited Social connection:** Lack of face-to-face connection might impair staff networking and relationship-building.
- **Self-Motivation Requirement:** E-learning may challenge learners who lack self-discipline and motivation.

E-Learning Best Practices

- Current and relevant content updates guarantee training remains interesting and valuable.

A well-designed interface improves user experience and makes it easier for employees to traverse the training platform.

4. Blended Learning

Overview

Blended learning incorporates classroom and online learning. This plan combines both methods for a more complete training experience.

Advantages of Blended Learning

- **Customized Learning Experience:** Blended learning enables firms to adapt training to unique employee needs through numerous forms.
- **Enhanced Engagement:** Diverse learning approaches sustain interest and reduce tiredness from a single training format.
- **Flexibility and Structure:** Employees take use of both classroom and online training.

Blended Learning Program Design

- Developing a cohesive curriculum that incorporates classroom and online aspects is crucial for optimizing blended learning benefits.
- Smooth transitions between online and in-person components improve learning experience.

Blended Learning Challenges

To ensure effective participation in online components, organizations must ensure that employees have access to essential technology and assistance.

Maintaining consistent quality of training across mediums is tough and requires robust oversight and evaluation.

Blended learning effectiveness evaluation

- Collecting comments from participants can provide useful information into the effectiveness of both components of blended learning.
- Tracking performance indicators can assess the impact of blended learning on employee growth and company goals.

5. Sim and Roleplay

Overview

Interactive simulation and role-playing let employees practice skills and decision-making in a controlled environment. These methods are good for improving soft skills and bringing theory to practice.

Simulation and Role-Playing Benefits

- Practicing answers to genuine circumstances can boost confidence and skill retention for employees.

Trainers can provide rapid feedback to help employees learn from their experiences and adapt their approach.

- **Safe Learning Environment:** Simulations promote learning by allowing mistakes without the implications of real-world job scenarios.

Effective Simulation Design

- **Developed realistic and relevant situations** to accurately simulate staff challenges.
- **Facilitator Training:** Skilled facilitators enable participants to meet learning objectives during simulations.

Simulation and Role-Playing Challenges

- **Resource-Intensive:** Simulation development and implementation may be time-consuming and resource-intensive for some businesses.
- **Participant Comfort:** Employees may struggle with role-playing, limiting involvement and effectiveness.

Improving Simulation Training Effectiveness • **Debriefing Sessions:** Facilitate reflection and learning consolidation.

- **Integrating simulation** with other training approaches, like classroom instruction, can improve learning outcomes.

10.6 ADAPTING TRAINING STRATEGIES FOR DIVERSE AUDIENCES

1. Considerations for Learning Styles

Overview

Effective training programs must recognize learners' preferences and styles. Organizations may improve training engagement, retention, and effectiveness by adjusting tactics to different learning styles.

Different Learning Styles

- **Visual learners** learn best with visual aids like charts, graphs, and movies. Graphics and visuals aid comprehension.
- **Auditory learners** who prefer hearing may benefit from lectures, discussions, and audio resources. This group can benefit from podcasts or taped sessions.
- **Kinesthetic learners:** Kinesthetic learners learn best by doing. Simulations and role-playing enable experience learning.

The **Reading/Writing Learners** group prefers written knowledge and benefits from manuals, articles, and writing activities. Providing written resources and note-taking can help.

Learning Style Recognition

- **Assessment Tools:** Learning style inventories assist trainers determine prevailing audience learning styles. These assessments can help create learner-specific training packages.
- **Surveys and input:** Gathering participant input on learning experiences helps inform preferences and improve training techniques.

Adapting Training Content • Diverse Materials: Videos, texts, and interactive sessions can accommodate diverse learning styles and boost participation.

- **Multimodal Training:** Addresses all learning types by incorporating several teaching modalities in a single session. Visual presentations, group discussions, and hands-on activities enrich learning.

Making Learning Spaces Inclusive

- **Flexible Learning Options:** Self-paced learning enables users to utilize content according to their preferences and schedules.
- **Encouraging Collaboration:** Group activities allow learners with diverse learning styles to share insights and methods, maximizing their strengths.

Evaluate and adapt

- **Monitoring Progress:** Evaluate and change training approaches based on student feedback to maintain relevance and effectiveness.
- **Iterative Design:** View training programs as dynamic. Content and methods should be updated to meet learners' different demands to maintain interest and effectiveness.

2. Cultural Awareness and Inclusion

Overview

Effective training requires cultural sensitivity and inclusivity. Respecting cultural diversity improves learning and workplace cohesion.

Cultural Diversity Knowledge

- **Cultural Dimensions:** Understanding communication styles, attitudes, and norms is crucial for developing an inclusive training environment.
- **Global Perspectives:** Understanding cultural backgrounds improves training relevance and interpersonal dynamics in a multinational workforce.

To promote inclusivity in training, it is important to use courteous and inclusive terminology that respects all cultures. Avoiding jargon and colloquialisms makes everyone feel heard.

Training materials should reflect varied perspectives and experiences to ensure participants feel represented and included. This may involve cultural examples and case studies.

Safe Learning Environment

- **Encouraging Open Dialogue:** Creating a safe space for individuals to share their opinions and experiences improves learning and collaboration.

To promote mutual respect, training programs should actively address biases and stereotypes by providing cultural sensitivity instruction.

Training Delivery Changes

- **Scheduling flexibility:** Consider cultural holidays and observances to ensure full engagement without conflicts.
- **Integrating culturally relevant examples and scenarios** into training content helps improve knowledge and participation among varied participants.

Assessing Cultural Sensitivity

- **Implement Feedback Mechanisms:** Allowing participants to submit feedback on cultural relevance and sensitivity can inform training enhancements and modifications.
- **Continuous Learning:** Training facilitators should be educated on cultural sensitivity, best practices, and changing norms.



Check Your Progress-A

1. What is a primary benefit of On-the-Job Training (OJT)?
 - a. High cost
 - b. Immediate application of skills
 - c. Limited engagement
 - d. No real-world context
2. Which training method involves instructor-led sessions in a classroom?
 - a. E-Learning
 - b. Simulation
 - c. Classroom Training
 - d. On-the-Job Training
3. E-learning is particularly advantageous because it offers:
 - a. No flexibility

- b. High interaction
 - c. Scalability
 - d. Immediate feedback
4. Which learning style benefits from visual aids such as charts and diagrams?
- a. Auditory Learners
 - b. Kinesthetic Learners
 - c. Visual Learners
 - d. Reading/Writing Learners
5. What is a key characteristic of blended learning?
- a. Solely online training
 - b. Combination of classroom and online methods
 - c. No interactive components
 - d. Only lecture-based instruction
6. Simulation and role-playing are effective for:
- a. Theoretical knowledge only
 - b. Hands-on experience and confidence building
 - c. Reading comprehension
 - d. Passive learning
7. Which is a crucial aspect of planning and logistics in training?
- a. Ignoring participant availability
 - b. Defining clear training objectives
 - c. Reducing resource allocation
 - d. Delaying scheduling
8. What does the SMART criteria in training objectives stand for?
- a. Simple, Measurable, Achievable, Relevant, Time-bound
 - b. Specific, Measurable, Achievable, Relevant, Time-bound
 - c. Strategic, Manageable, Attainable, Relevant, Timely
 - d. Specific, Manageable, Achievable, Resourceful, Timely
9. Which communication method is most effective for wide distribution of training information?
- a. Face-to-face meetings
 - b. Email announcements
 - c. Telephone calls
 - d. Text messages

10. Why is it important to involve organizational leaders in training programs?

- a. To complicate logistics
- b. To enhance credibility and support
- c. To limit feedback
- d. To increase costs

10.7 IMPLEMENTING TRAINING STRATEGIES

1. Planning and Logistics Overview

Planning and logistics are essential for training strategy implementation. To guarantee smooth training, this stage outlines objectives, resources, timelines, and delivery methods.

Define Training Objectives

- **Identifying Goals:** Define training program goals clearly. Organizational demands and desired results like skill development or knowledge enhancement should guide objectives.
- **SMART Objectives:** Create clear and actionable training objectives that guide the planning process using the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).

Allocate Resources

- **Budgeting:** Estimating materials, facilities, technology, and personnel costs helps set the training program budget. A well-defined budget optimizes resource use.
- **Material Requirements:** Identify and prepare training materials, including manuals, presentations, and software, for effective sessions. Make sure all contents are updated and relevant.

Schedules and timelines

- **Create a training schedule** with session dates, durations, and locations to streamline logistics. The calendar should take into account participant availability and company priorities.
- **Appropriate time allocation** for each training module is vital. Trainers shouldn't make sessions too short to cover subject or too long to tire participants.

Choose Delivery Methods

- **Training formats:** Depending on training goals and audience, classroom, e-learning, or blended delivery techniques are chosen. Each structure has pros and downsides to consider.
- **Technology Integration:** This might enhance the training experience. Remote training and progress tracking can be done with LMSs or virtual meeting platforms.

Logistics Management

- **place Selection:** Choose a place that fits the number of participants and provides required resources for in-person training. There should be enough seating, equipment, and facilities for learning.
- **Equipment Setup:** Ensure all technical equipment, including projectors, microphones, and computers, is fully set up and functioning before training to prevent disruptions.

2. Communicating Training Plan Overview

Effective training plan communication ensures that all stakeholders understand the program's goals, expectations, and logistics. Clear communication encourages accountability.

Communication Strategy Development

The first stage in designing a communication plan is identifying the target audience for the training program, including participants, managers, and support personnel.

- **Key Messages:** Clear and simple messaging about the training program's objective, benefits, and logistics set stakeholder expectations.

Communication Routes

- **Email Announcements:** Email is a main communication method for distributing training program information broadly. Dates, goals, and registration should be included in emails.

Meetings and briefings with managers and team leaders can help gain support and align all parties on the training plan. This allows for queries and clarifications.

- **Utilizing intranets and collaborative tools** enables continuing access to training material, schedules, and resources.

Providing Details

The training agenda is as follows: Offering a thorough training agenda helps participants prepare for each session. The agenda should list subjects, actions, and outcomes.

- **Availability of resources:** Communicating what resources (such reading materials or software) will be given and what participants need bring helps boost preparedness and involvement.

Promoting Participation

- **Incentives for Participation:** Recognition or professional development credits can encourage employee participation in training programs. Clear communication of incentives boosts interest.
- **Feedback Channels:** Allowing participants to express questions or provide feedback before training helps foster ownership and involvement.

3. Stakeholder Engagement Overview

Stakeholder engagement during training implementation is essential for buy-in and support. Participants, managers, and anyone affected by the training are stakeholders.

Key Stakeholder Identification

- **Stakeholder Mapping:** Identifying and categorizing stakeholders based on their impact and interest in training programs aids in building customized engagement methods.
- **Assess stakeholder requirements and expectations** to ensure training program corresponds with their objectives and concerns.

Growing Support and Commitment

- **Engaging Leaders:** Promoting training programs with company leaders boosts credibility and shows commitment to staff development.
- **Promoting the Program:** Having organizational advocates promote the training program boosts participant acceptability and excitement.

Continuing Stakeholder Communication

- **Regular Updates:** Informing stakeholders about training program progress and developments promotes transparency and confidence.
- **Soliciting feedback from stakeholders** fosters collaboration and allows for required revisions to the training strategy and its implementation.

Engagement and Success Measurements

- **Conduct pre- and post-training surveys** to evaluate stakeholder participation, satisfaction, and training effectiveness.
- **Tracking Participation:** Tracking attendance and engagement levels during training sessions gives significant data on stakeholder involvement and training effort performance.

10.8 SUMMARY

1. Selecting Training Strategies

- **On-the-Job Training:** Hands-on learning where employees gain skills in their actual work environments, promoting immediate application and cost-effectiveness.
- **Classroom Training:** Instructor-led sessions that provide structured learning and foster interaction but may lack flexibility.
- **E-Learning and Online Training:** Digital training methods that offer flexibility and scalability but can limit social interaction and require self-motivation.
- **Blended Learning Approaches:** Combines classroom and online training to enhance engagement and tailor learning experiences.
- **Simulation and Role-Playing:** Interactive methods that allow practice in realistic scenarios, building confidence and skill retention.

2. Adapting Training Strategies for Diverse Audiences

- **Considerations for Different Learning Styles:** Addressing various learning preferences (visual, auditory, kinesthetic, reading/writing) enhances engagement and effectiveness.
- **Cultural Sensitivity and Inclusivity:** Recognizing and respecting cultural differences fosters an inclusive training environment, enhancing relevance and interpersonal dynamics.

3. Implementing Training Strategies

- **Planning and Logistics:** Involves defining objectives, allocating resources, scheduling sessions, and choosing delivery methods to ensure smooth execution.
- **Communicating the Training Plan:** Clear communication to all stakeholders about training objectives, logistics, and benefits is crucial for engagement and accountability.
- **Engaging Stakeholders:** Involves identifying stakeholders, building support, maintaining ongoing communication, and measuring engagement to ensure successful training implementation.



10.9 GLOSSARY

1. **Training Strategies** refer to the systematic approaches and methods employed to design, develop, and deliver training programs aimed at enhancing the knowledge, skills, and competencies of employees or learners. These strategies are tailored to meet specific organizational goals, address the diverse needs of learners, and improve overall performance within the workplace.



10.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. b) Immediate application of skills
2. c) Classroom Training
3. c) Scalability
4. c) Visual Learners
5. b) Combination of classroom and online methods
6. b) Hands-on experience and confidence building
7. b) Defining clear training objectives
8. b) Specific, Measurable, Achievable, Relevant, Time-bound
9. b) Email announcements
10. b) To enhance credibility and support



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10.12 SUGGESTED READINGS

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10.13 TERMINAL QUESTIONS

1. What are the advantages and disadvantages of On-the-Job Training (OJT)?
2. Describe the key considerations for developing an effective training plan.
3. How do learning styles influence the development of training strategies?
4. Explain the importance of cultural sensitivity in training programs.
5. What are some effective methods for communicating a training plan to stakeholders?
6. Discuss the role of evaluation in the training process.
7. What are the key challenges associated with implementing training strategies?
8. Explain the significance of engaging stakeholders during the training process.

UNIT- 11 TRAINING INSTRUMENTS/TESTS

11.1 Introduction

11.2 Objectives

11.3. Types Of Training Instruments

11.4 Designing Effective Training Instruments

11.5 Implementing Training Tests

11.6 Analyzing Test Results

11.7 Summary

11.8 Glossary

11.9 Answer to Check Your Progress

11.10 Reference/ Bibliography

11.11 Suggested Readings

11.12 Terminal & Model Questions

11.1 INTRODUCTION

Effective staff training and development are becoming more important to companies. This technique relies on training tools and exams to assess and improve learning. Training tools analyze knowledge, skills, and competencies before, during, and after training sessions. By strategically using these tools, organizations may guarantee that training meets their goals and that employees have the skills to succeed.

Training tools are crucial. They assist firms assess training program effectiveness by revealing whether employees have learned the intended skills and knowledge. Knowledge-based assessments measure theoretical comprehension, whereas practical tests measure job abilities. Each instrument has a specific role in training, adding to a comprehensive evaluation technique that promotes continual progress.

Understanding learning objectives helps build effective training tools. These assessments can uncover knowledge and performance gaps and enable targeted interventions when linked with training program goals. The reliability and validity of these instruments are crucial. A good test should measure what it's supposed to and generate reliable findings. For fair and informative tests, content, format, and scoring must be carefully considered.

Ethics and fairness must be considered when implementing training tests. Organisations must make assessments available to all employees, regardless of background or ability. This inclusivity promotes a healthy learning environment and boosts training credibility. Additionally, assessments must be administered without bias to foster confidence and openness.

Analysis of test findings is crucial to training. Organizations must gather and understand assessment data systematically. This study can help organisations adapt and improve their training practices to meet changing needs. Assessment data helps firms make educated personnel development decisions and ensure training investments pay off.

Training tools have also changed due to technology. E-learning platforms and digital assessment tools simplify training test design, administration, and analysis. Gamification and adaptive learning technologies increase employee engagement and competency assessment in dynamic contexts. As firms adopt these innovations, the possibility for individualized and effective training increases.

Training tools and examinations are essential to building a trained workforce. These tools assist individuals prepare for job challenges by providing rigorous assessments that fit with company goals. Strategically implementing these instruments will build a culture of continuous learning and growth, contributing to businesses' long-term success as the training landscape advances.

11.2 OBJECTIVES

After reading this unit you will be able to:

- Types Of Training Instruments
- Designing Effective Training Instruments
- Implementing Training Tests
- Analyzing Test Results

11.3 TYPES OF TRAINING INSTRUMENTS

Effective employee development requires training tools to measure knowledge, skills, and competencies. This chapter covers assessments, examinations, and simulations as training devices. Each type improves learning by serving a certain purpose in the training process.

A. Assessments Assessments examine participants' knowledge, abilities, and attitudes before and after training. They assess training program efficacy and suggest improvements.

1. Pre-training tests

Before training, assessments are done. Their main objective is to assess participants' knowledge and skills. Trainers can adapt training content based on employee baseline capabilities using these assessments.

- Purpose and Importance: Pre-training evaluations serve numerous purposes:

Trainers can identify knowledge gaps by assessing current understanding and identifying areas for further concentration.

Trainers can personalize training content by using insights from pre-assessments to tailor programs to participants' needs.

Setting baselines helps measure development and training efficacy after the program ends.

The types of pre-training assessments are:

Employee surveys and questionnaires can gather information about their past experiences, interests, and areas of interest.

- o Knowledge Quizzes: Assess participants' comprehension of training subjects using brief quizzes.

Skills Assessments: Evaluate participants' present competencies in training-related areas.

2. Evaluations After Training

After training, evaluations are done. They measure training efficacy and how well participants learnt and applied new skills.

- Evaluations offer valuable input for trainers and organizations.

- o Assessing Knowledge Retention: Post-training assessments examine participant retention of training content.

Evaluations can measure behavior change by assessing participants' use of learnt skills in real-world circumstances.

The feedback from post-training evaluations can help businesses improve their training programs and improve outcomes.

- Types of Post-Training Evaluations:

- o Knowledge Tests: Can be comparable to pre-training quizzes but should assess knowledge gained throughout training.

Practical Assessments: Participants' performance in simulated or real job scenarios might evaluate the application of newly gained abilities.

Surveys can gather participant feedback on training experience, including content relevance and trainer effectiveness.

B. Tests

Tests are systematic assessments of participants' knowledge, skills, and abilities. They can take several forms and serve different training purposes.

1. Knowledge Tests

Knowledge assessments measure content comprehension. They work pre- and post-training.

- Types of Knowledge Tests:

- o Multiple-Choice Questions: Participants choose the correct answer from multiple possibilities.

- o True/False Questions: A simple method for assessing participants' subject-matter assertions.

- o Short Answer Questions: Assess participants' ability to express essential concepts through concise written responses.

- Knowledge assessments offer benefits such as objective measurement and quantitative data for assessing training performance.

- o Identifying Knowledge Gaps: Identifies areas requiring additional training.

2. Tests of skills

Skills assessments measure participants' job-related tasks and competencies. These tests are usually practical and involve real or simulated tasks.

- Types of Skills Assessments: o Practical Exams: Participants demonstrate real-time abilities through controlled tasks.

Participants complete project-based assessments to demonstrate their ability to apply skills taught throughout training.

- Importance of Skills Assessments: o Real-World Application: Skills assessments reveal participants' practical application skills.

Feedback for Development: Skills assessments can guide future training efforts by identifying areas for improvement.

3. Psychological and Personality Tests

Psychological and personality exams evaluate cognitive, behavioral, and psychological qualities. These assessments might reveal how employees fit into teams or perform roles.

- Psychological and Personality Tests: o Personality inventories, such as the Myers-Briggs Type Indicator (MBTI) or Big Five Traits, can reveal individual variations that affect teamwork and collaboration.

Cognitive Ability Tests evaluate mental capacity, problem-solving, and critical thinking.

- Benefits of Psychological and Personality Tests: o Improved Team Dynamics: Personality traits can assist establish balanced teams with various strengths.

Better Role Fit: Assessments may influence career development and personnel management initiatives, ensuring people are put in roles that match their strengths.

C. Simulations

Interactive simulations let participants practice skills in a safe, controlled environment. They effectively bridge theoretical and practical knowledge.

1. Virtual Simulations

Technology creates immersive training settings in virtual simulations. These simulations can be computer-based or sophisticated virtual reality.

- Positive Impact of Virtual Simulations:

- o Realistic Practice: Participants can practice in work-like circumstances without the hazards of real-life duties.

The use of interactive and immersive experiences can improve user engagement and retention of knowledge.

Why Virtual simulations benefit high-stakes environments such as healthcare, aviation, and emergency services by providing experience in critical scenarios.

Virtual environments can be customized for skill development, allowing for targeted practice.

2. Roleplaying

Participants role-play scenarios to develop communication, negotiating, and interpersonal skills. Practical learning and collaboration are promoted by this method.

- Role-Playing Benefits:
 - o Soft capabilities Development: Improves interpersonal, emotional, and conflict resolution capabilities.

- Real-time feedback from trainers and peers enables fast learning and correction.

- Applications of Role-Playing:

Sales Training: Role-playing simulates sales conversations, enabling employees to rehearse pitches and address objections.

- o Customer Service Training: Simulate demanding customer interactions to equip personnel with skills to handle them.

Effective staff development requires assessments, examinations, and simulations. Organizations can improve their training programs by carefully using these tools to ensure employees learn the skills they need to succeed. Each instrument has a specific purpose and, when used together, creates a powerful training technique.

11.4 DESIGNING EFFECTIVE TRAINING INSTRUMENTS

Effective training instrument design is essential to training and development. Properly developed instruments assess knowledge and abilities, improve learning, meet company

goals, and develop employees. Effective training instruments must link exams with learning objectives, meet selection criteria, and be valid and reliable.

1. Matching Tests to Learning Objectives

Tests must be aligned with learning objectives to correctly assess participants' learning. This alignment creates a holistic training experience that improves skill acquisition and retention.

A. Knowing Learning Objectives

Training program learning objectives indicate what participants should know or be able to do by the conclusion. They guide instructors and learners in designing and implementing training activities and assessments.

The characteristics of effective learning objectives are:

Specific objectives should clearly specify desired outcomes, avoiding imprecise terminology.

- **Measurable:** Objectives must be quantifiable for progress evaluation.

The goals should be realistic and achievable, taking into account available resources and time.

- o **Relevant:** Objectives should match organizational goals and participant needs.

Objectives should have a timeline for achievement.

B. Assessing Learning Objectives

After setting learning objectives, create tests that match them. This guarantees the evaluation measures what it should.

- **Aligning Assessments with Goals:**

Each learning objective should be linked to specific tasks or assessments. A matrix links objectives to assessment methods like quizzes, projects, and practical exercises.

- **Various Assessment Methods:**

Different evaluations may be needed to evaluate different learning objectives. As an example:

Implement knowledge-based objectives by using quizzes or multiple-choice assessments to assess factual understanding.

Implement skill-based objectives to measure hands-on talents through practical assessments or simulations.

- Assess interpersonal skills and team dynamics through role-playing activities or group discussions.

Assessments Improve Continuously

Following implementation, evaluations should be reviewed and improved based on participant input and performance data.

- **Implement Feedback Mechanisms:** Allow participants to submit assessment feedback and highlight areas for improvement.
- **Data Analysis:** Verify assessment results alignment with learning outcomes and make any revisions.

2. Instrument Selection Criteria

Effective training requires choosing the right tools. This selection procedure might use many factors to ensure that the tools meet training program and participant needs.

A. Training Goal Relevance

Any training tool should be chosen based on its relevance to training goals and objectives. Instruments should directly support training program goals.

- **Ensure alignment with organizational needs** by selecting tools that address identified skills and knowledge shortages.
- **Prioritize participant needs:** Instrument selection should take into account participants' backgrounds, learning styles, and skills.

Practicability and feasibility

Within organizational limits, instruments should be realistic and implementable.

- **Cost-effectiveness:** To stay within budget, assess each instrument's development, implementation, and maintenance costs.
- **Consider time requirements** for trainers and participants to use the instruments. Time-consuming instruments may reduce training efficacy.
- **Implementation ease:** Choose simple instruments to administer and score, reducing logistical issues.

C. Variety and Flexibility

Different learning styles and assessment demands can be met with different training tools.

- **Diverse Assessment Methods:** To accommodate different learning styles, include written tests, practical exercises, and group projects.
- **Adaptability:** Select tools that can be easily adjusted to meet changing training demands or participant characteristics.

D. Resource Access

Provide technology, location, and materials for the specified instruments.

- **Technical Requirements:** Evaluate the organization's technology, especially digital or virtual tools, for implementing assessments.
- Assess trainer expertise for appropriate administration and interpretation of selected instruments.

3. Assessment Validity and Reliability

Training tool efficacy depends on validity and reliability. Validity and reliability boost evaluation credibility and usefulness.

Understand Validity

Validity is how well an assessment assesses its intended target. Consider different sorts of validity:

- **topic Validity:** Ensures assessment contains relevant topic and aligns with learning objectives. Subject matter experts can verify that assessment items meet learning outcomes.
- **Construct Validity:** Evaluates if the evaluation accurately measures the theoretical construct. A critical thinking evaluation should contain tasks that challenge participants to demonstrate certain skills.
- **Criterion-Related Validity:** Evaluates assessment's ability to predict outcomes from other measures. Knowledge tests should predict work success in related domains.

B. Knowing Reliability

Assessment reliability involves consistency and stability across time. In constant conditions, credible assessments provide similar outcomes.

- **Types of Reliability:**

The Internal Consistency test determines if various assessment items measure the same construct. Internal consistency can be assessed using Cronbach's alpha.

To evaluate the stability of assessment outcomes over time, test-retest reliability involves administering the same test to the same group of participants twice.

The Inter-Rater Reliability test assesses the consistency of scores from different evaluators. Multi-rater reliability can be improved by using unambiguous rubrics.

Ensure Validity and Reliability

Organizations can use numerous methods to validate training instruments:

- Conducting pilot tests with a small number of participants can provide valuable input on clarity, relevance, and reliability of evaluations. This lets modifications be made before implementation.

- **Continuous Review:** Regularly reviewing and revising assessments based on participant performance data and comments can preserve validity and dependability.
- **Training evaluators:** Training test administrators and scorers improves consistency and bias, boosting reliability.

Designing effective training instruments requires matching assessments with learning objectives, selecting relevant instruments based on criteria, and verifying validity and reliability. Organizations may design a strong training and development framework that maximizes learning and employee growth by carefully evaluating these components. Training instruments must be continuously assessed and improved to be effective and relevant as training needs change.

11.5 IMPLEMENTING TRAINING TESTS

Training exams are essential to training and development. Proper execution ensures successful assessments and trustworthy data for future training. Implementing training exams involves providing assessments, assuring fairness and accessibility, and resolving ethical issues.

1. Assessing

Assessments require numerous phases to go effectively and produce accurate, actionable data. This procedure needs careful preparation, good communication, and best practices.

A. Planning Assessment

Test administration requires careful planning. This includes choosing the test's goal, format, and logistics.

1. **Define Purpose:** Clarify assessment goals. To assess information retention, skill application, or behavioral competencies? A clear goal governs all decisions.
2. **Select Format:** Based on learning objectives and competencies, choose the best evaluation format. Common formats include multiple-choice, true/false, and short-answer written tests.

Hands-on exercises are used for practical assessments to demonstrate skill application.

o **Performance Evaluations:** Assessing participants in real or simulated work contexts.

3. **Logistics:** Plan administration aspects such as scheduling, location, materials, and technology. Ensure the assessment setting promotes focus and concentration.

B. Preparing Participants

Participants must communicate and prepare well to do well on evaluations.

Pre-Assessment Communication: Inform participants about assessment specifics beforehand. Explain the purpose, format, duration, and preparation. This boosts confidence and minimizes anxiety.

2. **Resources for preparation:** Provide study materials, directions, or practice tests to assist participants prepare. This can incorporate training material resources and assessment-style example questions.

3. **Set Expectations:** Inform participants of assessment time restrictions, instructions, and evaluation criteria. Clear expectations decrease ambiguity and let people focus on their talents.

C. Assessing

The exam must be administered carefully to ensure fairness and correctness.

Create a conducive environment: Make the examination space calm, comfortable, and distraction-free. Proper lighting, seating, and technology are crucial.

Before starting the digital exam, confirm that all technological components are working properly. This includes testing software, internet connections, and hardware.

Facilitators should watch participants during assessments to ensure compliance with guidelines and assist with technological concerns. Maintaining professionalism and support is crucial.

4. **Assessing assessments completed:** Establish a clear session-end assessment mechanism. Digital or paper test submissions are possible.

Analysis of Assessment Results

The assessments must be analyzed to gain actionable insights.

1. **Scoring and Grading:** Create a uniform scoring criteria to analyze responses. Automated scoring is possible for objective assessments. For subjective assessments like essays or practical evaluations, set specific standards to ensure evaluator uniformity.

2. **Results Interpretation:** Analyze evaluation results to find trends, strengths, and improvement areas. Take into account individual and group performance for complete insights.

3. **Feedback:** Communicate results constructively to participants. Inform participants about their strengths and weaknesses to aid learning.

4. **Utilize assessment data to improve future training activities.** This includes recognizing issues that may need more attention in future training sessions and adapting instructional methods.

2. Equity and Access

Fairness and accessibility are essential to assessment. Despite disparities, all participants should have an equal chance to display their knowledge and skills.

A. Define Assessment Fairness

Assessments are fair when all participants are evaluated equally and without bias.

Establish standardized procedures for giving exams to ensure consistent conditions for all participants. It comprises consistent instructions, scheduling, and evaluation criteria.

2. Reduce Bias: Assess evaluation items for potential disadvantages to specific groups. This encompasses language, culture, and inquiry context. Diverse subject matter experts can discover and mitigate prejudice in review.

3. Use diverse evaluation criteria to evaluate participant performance. This gives a more complete picture of their skills and knowledge, making assessment more fair.

Ensure Accessibility

Accessibility helps participants with disabilities or learning difficulties complete examinations.

1. Universal Design Principles: Develop evaluations using universal design. This includes giving audio, visual, and learning style alternatives to make materials accessible to varied learners.

2. Accommodations: Recognize and accommodate disabled participants. Extended time, different formats, or assistive technology are examples. Explain how to request accommodations before the assessment.

3. Feedback Mechanisms: Participant comment on assessment accessibility is requested. Use this feedback to improve future tests.

3. Moral Issues

Implementing training tests requires ethical issues. These elements ensure responsible assessments that respect participants' rights and dignity.

Informed Consent

Conducting assessments ethically requires informed consent.

1. Transparency: Clearly state the assessment's goal, how the results will be used, and any risks. All participants should comprehend their agreement before consenting.

2. Assessment participation should be voluntary. Give people the chance to decline without penalty.

3. Confidentiality: Ensure participants' replies are kept private and findings are not disseminated without agreement. Establish data security and privacy protocols.

B. Fairness to Participants

Participants should be treated fairly and respectfully during the assessment process. 1. Non-Discrimination: Treat all participants equally, regardless of background, ability, or experiences. Create a courteous and inclusive assessment atmosphere.

2. Addressing issues: Provide methods for participants to express issues or grievances about the evaluation process. To protect process integrity, address concerns immediately.

3. Assessment Results Integrity: Maintain assessment integrity by preventing cheating and misconduct. Detect and address assessment integrity issues.

C. Assessment Data Use

Maintaining participant trust in the evaluation process requires ethical data use.

1. Data for Development: Support participant growth through evaluation outcomes, rather than punitive measures. Guide participants' learning.

2. Accountability: Hold trainers and assessors accountable for ethical assessment techniques. Create ethical assessment norms of conduct.

3. Maintain Continuous Ethical Review: Review assessment procedures to guarantee ethical and best practices alignment. Adjust to ethical and social developments.

Training tests require careful administration, impartiality, accessibility, and ethics. Organizations can establish an assessment process that successfully analyzes participant performance and promotes positive learning by prioritizing these components. Continuous reflection and improvement in these areas can help training projects succeed, improving employee development and organizational outcomes.

11.6 ANALYZING TEST RESULTS

Test analysis is crucial to training and development. Analysis determines training efficacy and guides staff development initiatives. This part covers data gathering, interpretation, and continuous improvement.

Methods of Data Collection

Data collecting underpins test result analysis. Data collection procedures can greatly affect outcomes quality and reliability.

A. Data Types

Effective analysis requires understanding assessment data types. Quantitative and qualitative data exist.

Quantitative data is numerical and may be statistically examined. Examples include: o Grades and scores: Numerical results from tests, quizzes, and assessments.

- o Response Rates: Comparison of assessment completion rates to projected participant numbers.

2. Qualitative Data: Descriptive information provides context for quantitative outcomes. Examples: o Feedback Comments: Participants' open-ended views on their evaluation experience.

Trainers or assessors may collect observational notes during the evaluation procedure.

B. Data Collection Methods

Different approaches can be used to collect data during and after examinations. Method selection depends on analysis goals and training program.

1. Surveys and Questionnaires:

- o Survey Design: Create organized surveys with closed-ended and open-ended questions to collect quantitative and qualitative data.

- o Distribution: Surveys can be distributed electronically or in print format, based on participant preferences and accessibility.

2. Direct Observations: o Participants' performance can be assessed through practical examinations, role-playing exercises, or simulations, collecting qualitative data on behaviors and skills.

Use structured observation tools such as checklists or rubrics to standardize the process and ensure uniformity across assessors.

3. Assessment Tools: o Automated Scoring Systems: Provide fast quantitative data by scoring online quizzes and tests with software.

Develop scoring rubrics for subjective assessments to ensure clarity and objectivity in grading.

4. Focus groups and interviews:

- o In-depth Discussions: Gather participant perspectives through focus groups or interviews to understand their evaluation process experiences and perceptions.

Thematic analysis can enhance understanding of data by identifying reoccurring themes or topics expressed during discussions.

5. Performance Metrics: o Post-Training Performance Reviews: Evaluate long-term impact of assessments on employee performance.

Track Key Performance Indicators (KPIs) relevant to training objectives, including productivity, quality of work, and employee engagement.

2. Results Interpretation

Data interpretation follows data collection. Data analysis is needed to determine training and evaluation efficacy.

The quantitative analysis

Statistics are used in quantitative data analysis to analyze test outcomes. There are several ways to analyze numerical data.

In descriptive statistics, calculate the mean, median, and mode of test results to assess overall performance.

Determine score variability by calculating range and standard deviation to find patterns in participant performance.

2. Inferential Statistics: o Hypothesis Testing: Determine if observed score differences are significant. T-tests, ANOVA, or chi-square tests may be used, depending on the data.

Establishing confidence intervals can improve the dependability of data conclusions by providing a range of plausible population parameter values.

3. Comparative Analysis: o Benchmarking: Evaluate training activities by comparing results to set standards.

Perform group comparisons to find trends or disparities in performance across different groups (e.g., departments, experience levels).

B. qualitative analysis

Interpreting descriptive data to understand participant experiences and views is qualitative data analysis.

To do a thematic analysis, analyze open-ended responses and observational notes to discover reoccurring themes, patterns, and insights.

Code responses to organize and analyze qualitative data.

2. Content Analysis: o Systematic Review: Quantify specific themes or attitudes by reviewing qualitative responses.

- Integrate qualitative and quantitative data to provide context and depth to findings. - Analyze participant stories to understand personal experiences during assessment.

Assess the impact of these tales on training efficacy and identify areas for improvement.

C. Data Integration for Deeper Insights

Using quantitative and qualitative analyses gives a complete picture of evaluation findings.

1. **Mixed Methods Approach:** Use mixed approaches to enhance analysis. Comparing quantitative test scores with qualitative feedback might help explain high or low performance.
2. **Data Triangulation:** Improve reliability and validity by comparing data from several sources (e.g., test scores, observations, surveys).
3. **Visualize data trends** with charts, graphs, and infographics for easier interpretation and communication.

3. Continuously Improving with Results

The ultimate purpose of test analysis is to improve training and development programs. The study can inform future training activities to keep them effective and relevant.

A. Strengths/Weakness Evaluation

1. **Performance Trends:** Assess outcomes to identify participant strengths and areas for improvement.
2. **Identify skill gaps** with data to guide targeted training actions.

B. Designing Future Training

1. **Adjust Curriculum:** Align training content with identified needs based on assessment results.
 2. **Refine evaluation tools** based on participant input and performance data to enhance accuracy and relevance.
- #### C. Develop targeted interventions.

1. **Customized Training Programs:** Create follow-up sessions or workshops to fix deficiencies and support participants.
2. **Mentoring and Coaching:** Offer programs or coaching for individuals or groups facing skill or knowledge gaps.

D. Feedback Loop Creation

1. **Establish regular review methods** to evaluate training and assessments over time's efficacy. This can include annual or biennial training program evaluations.
2. **Stakeholder Involvement:** Allow trainers, participants, and corporate leaders to provide varied perspectives and ideas to the evaluation process.

E. Sharing Results

1. **Reporting Results:** Write detailed reports on assessment results, insights, and stakeholder recommendations.

2. Sharing Success Stories: Share great outcomes from training activities to encourage support for ongoing efforts.

Test analysis is essential to training and development. Organisations may improve training programmes by collecting data well, analysing results, and leveraging insights for improvement. This iterative method promotes personal and organizational progress.



Check Your Progress-A

1. What is the primary purpose of aligning tests with learning objectives?
 - a) To make assessments more difficult
 - b) To ensure evaluations accurately measure intended outcomes
 - c) To increase participant anxiety
 - d) To reduce training costs
2. Which of the following is a type of assessment?
 - a) Role-playing exercises
 - b) Post-training evaluations
 - c) Knowledge tests
 - d) All of the above
3. What does validity in assessments refer to?
 - a) The consistency of test results
 - b) The ability to measure what it intends to measure
 - c) The difficulty level of questions
 - d) The number of participants assessed
4. What is one method of ensuring fairness in assessments?
 - a) Standardized procedures for all participants
 - b) Giving extra time to specific individuals
 - c) Avoiding scoring rubrics
 - d) Using only multiple-choice questions
5. Which data collection method provides numerical data that can be statistically analyzed?
 - a) Surveys
 - b) Direct observations
 - c) Interviews

- d) Focus groups
6. What is the purpose of using rubrics in subjective assessments?
- a) To make grading subjective
 - b) To standardize evaluation criteria
 - c) To confuse participants
 - d) To avoid using scores
7. Which statistical method is used to compare the performance of two or more groups?
- a) Mean
 - b) T-test
 - c) Median
 - d) Mode
8. In qualitative analysis, what is thematic analysis primarily used for?
- a) To calculate averages
 - b) To identify recurring themes or patterns
 - c) To measure test reliability
 - d) To standardize test conditions
9. What is one way to ensure accessibility in assessments?
- a) Providing only written instructions
 - b) Designing assessments for a single learning style
 - c) Offering alternative formats and accommodations
 - d) Limiting assessment duration
10. Which type of data analysis involves quantifying qualitative responses?
- a) Descriptive statistics
 - b) Thematic analysis
 - c) Content analysis
 - d) Benchmarking

11.7 SUMMARY

1. Training Instruments/Tests

Training instruments and tests are essential tools in evaluating the effectiveness of training programs. They encompass various types of assessments, including:

- **Assessments:** These include pre-training assessments to gauge existing knowledge and post-training evaluations to measure learning outcomes.
- **Tests:** Various forms, such as knowledge tests, skills assessments, and psychological or personality tests, are used to measure participants' competencies.

- **Simulations:** Methods like virtual simulations and role-playing exercises allow participants to practice skills in realistic settings.

2. Designing Effective Training Instruments

Creating effective training instruments involves:

- **Aligning Tests with Learning Objectives:** Ensures assessments are relevant to the training goals.
- **Criteria for Selecting Instruments:** Factors include the purpose, target audience, and content relevance.
- **Validity and Reliability:** Validity ensures the test measures what it claims to, while reliability ensures consistent results over time.

3. Implementing Training Tests

Successful implementation includes:

- **Administering Assessments:** Careful planning and execution of assessments, ensuring all participants understand the process and expectations.
- **Ensuring Fairness and Accessibility:** Creating equitable assessment conditions for all participants, including accommodations for diverse needs.
- **Ethical Considerations:** Maintaining informed consent, confidentiality, and fair treatment throughout the assessment process.

4. Analyzing Test Results

This phase involves interpreting the data collected from assessments to derive insights:

- **Data Collection Methods:** Includes surveys, observations, performance metrics, and focus groups to gather both quantitative and qualitative data.
- **Interpreting Results:** Utilizes statistical and thematic analysis to identify trends, strengths, and areas for improvement.
- **Using Results for Continuous Improvement:** Organizations should leverage findings to refine training programs, develop targeted interventions, and foster a feedback loop for ongoing enhancement.



11.8 GLOSSARY

1. **Simulations** are controlled representations of real-world processes or systems that allow individuals to practice skills, make decisions, and experience scenarios in a safe and controlled environment. They can replicate various situations and conditions to provide experiential learning opportunities.



11.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. B
2. D
3. B

4. A
5. A
6. B
7. B
8. B
9. C
10. C



11.10 REFERENCES

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11.11 SUGGESTED READINGS

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2. Beebe, S. A., & Mottet, T. P. (2016). Training and Development: Enhancing Communication and Leadership Skills (2nd ed.). Pearson.
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11.12 TERMINAL QUESTIONS

1. What are the key components of effective training assessments, and why are they important?
2. How can organizations ensure the validity and reliability of their training assessments?
3. Discuss the importance of ethical considerations in the implementation of training assessments.
4. Explain the various data collection methods used in training assessments and their significance.

Management of Training and Development

MS-309



Department of Management Studies Uttarakhand Open University

University Road, Teenpani By pass, Behind Transport Nagar, Haldwani- 263 139

Phone No: (05946)-261122, 261123, 286055

Toll Free No.: 1800 180 4025

Fax No.: (05946)-264232, e-mail: info@uou.ac.in, som@uou.ac.in

Website: <http://www.uou.ac.in>

Blog Address: www.blogsomcuou.wordpress.com

ISBN: 978-93-85740-33-6



Uttarakhand Open University, Haldwani

MS-309

School of Management Studies and Commerce
Management of Training and Development



BLOCK III: Evaluation of Training

BLOCK IV: Integrating Training and Development

Training and Development



Block – III

Block Title- Evaluation of Training

Block – IV

Block Title- Integrating Training and Development

**UTTARAKHAND OPEN UNIVERSITY
SCHOOL OF MANAGEMENT STUDIES AND COMMERCE
University Road, Teenpani By pass, Behind Transport Nagar,
Haldwani- 263 139**

Phone No: (05946)-261122, 261123, 286055

Toll Free No.: 1800 180 4025

Fax No.: (05946)-264232, e-mail: info@uou.ac.in, som@uou.ac.in

Website: <http://www.uou.ac.in>

Blog Address: www.blogsomcuou.wordpress.com

Board of Studies

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Haldwani

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Department of Management Studies
Uttarakhand Open University, Haldwani

Professor. Gagan Singh
Department of Commerce
Uttarakhand Open University, Haldwani

Dr. Sumit Prasad
Department of Management Studies
Uttarakhand Open University, Haldwani

Mr. Somesh Pathak
Department of Management Studies
Uttarakhand Open University, Haldwani

Ms. Jyoti Manral
Department of Management Studies
Uttarakhand Open University, Haldwani

Programme Coordinator

Dr. Manjari Agarwal
Professor, Department of Management Studies
Uttarakhand Open University, Haldwani

Editors

Professor Manjari Agarwal
Department of Management Studies
Uttarakhand Open University, Haldwani

Dr. Sumit Prasad
Department of Management Studies
Uttarakhand Open University, Haldwani

Mr. Somesh Pathak
Department of Management Studies
Uttarakhand Open University, Haldwani

Ms. Jyoti Manral
Department of Management Studies
Uttarakhand Open University, Haldwani

Units Written by

Unit No.

Dr. Vikas Deep
Associate Professor
Department of Business Studies,
Punjabi University Patiala

12 ,17

Dr. Rose Kavitha,
Director Research, Silicon City College,
Chinnapanhalli, Bengaluru

13

Dr. Sumit Prasad, 14,15,20,21
Assistant Professor,
Department of Management Studies
Uttarakhand Open University, Haldwani

Dr. Pulkit Agarwal 16
Associate Professor
Surajmal College

Dr. Pushkar Dubey 18,19
Assitant Professor,
Department of Management
Pandit Sundarlal Sharma Open University

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Course Name: Management of Training and Development

Course Code- MS 309

Course Objective: The course aims at making the student understand the area of training and development to develop better employees for the organizations.

Block I AN OVERVIEW OF TRAINING AND DEVELOPMENT

1. Conceptual Framework of Training and Development
2. Role of Training in Organizations
3. Nature and Scope of Training and Development
4. Systematic Approach to Training
5. Training Needs Analysis and Action Research

Block II TRAINING DESIGN

6. Training Design
7. Determining Training Objectives
8. Training Methods and Aids
9. Training Climate and Training Techniques
10. Selecting Training Strategies
11. Training Instruments/Tests

Block III EVALUATION OF TRAINING

12. Evaluation of Training
13. Different Methods of Training (Training Delivery Methods)
14. Follow-up in Training
15. Technology in Training
16. Mentoring, Assessment and Development Centre

Block IV INTEGRATING TRAINING AND DEVELOPMENT

17. Approaches to Executive Development
18. Organisational Behaviour and Development
19. Management Trainees and their Expectations
20. Training for Team Building
21. New Concepts of Training

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Block – III

Block Title- Evaluation of Training

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12.3. Meaning of Evaluation of Training

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12.6.1 Evaluation ensures accountability

12.6.2 Reducing the cost

12.6.3 Feedback to the Trainer / Training

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12.7.1 Reaction

12.7.2 Learning

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12.7.4 Results

12.8 Techniques of Evaluation of Training

12.8.1 Experimental and Control Groups

12.8.2 Longitudinal and Time Series Analysis

12.8.3 Questionnaires

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12.9 Planning the Training Evaluation

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12.13 Answer to Check Your Progress

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12.1 INTRODUCTION

In the previous unit you learnt that training the employees of an organization is an important way of improving the efficiency and effectiveness of that organization. You have also previously studied the various methods of training the employees. But providing training without knowing about its effectiveness would be like buying a car without knowing about its mileage.

In this unit, you will study about what evaluation exactly is, what are its objectives, its principles and finally the various methods adopted for evaluating training.

To give training a practical implication we need to know about its evaluation too. Taking the example of a driving lesson, if we are not evaluated at the end of this lesson and told about our mistakes, we would never come to know about our progress in driving.

12.2 OBJECTIVES

After reading this unit you will be able to:

- Understand the meaning of evaluation of training.
- Explain the objectives of conducting evaluation of training.
- Describe the underlying principles of evaluation of training.
- Learn the technique of evaluating training using various methods.

12.3 MEANING OF EVALUATION OF TRAINING

Training evaluation involves determining how far the training programme has been successful. Training evaluations are important for organizations to conduct to ensure that their training programs are effective. They may appear to be time consuming, complicated and have budgetary impacts, but it is important to understand their significance to training.

Evaluations, if conducted in the proper manner, can help organizations determine what the successes or failures of the training program are and how to correct them. Evaluations provide crucial feedback in terms of modifying training programs so that they remain effective. It is not sufficient to only ask employees how they felt about the training program in which they participated. “Because companies have made large dollar investments in training and education and view training as a strategy to be successful, they expect the outcomes or benefits related to training to be measurable” (Noe & Peacock, 2008,p. 134)

Hence a training evaluation may be defined as “a process to assess the value-the worthiness-of training programs to employees and to organizations” (Saks & Haccoun, 2010, p.321)

12.4 OBJECTIVES OF EVALUATION OF TRAINING

Evaluation is important to determine whether the given training has helped the trainees to better perform their jobs or not. If training is evaluated, the participants can convey to the organization that what part of training was the most useful and which one amounts to be a

waste of time. Such unnecessary training part can be withdrawn by the organization. Withdrawing the unnecessary parts of training also helps the organization to develop cost effective training programs. Apart from this the training deficiencies can also be conveyed by the trainees to the management.

Evaluations, if conducted in the proper manner, can help organizations determine what the successes or failures of the training program are and how to correct them. Evaluations provide crucial feedback in terms of modifying training programs so that they remain effective. It is not sufficient to only ask employees how they felt about the training program in which they participated.



Check Your Progress-A

Q1. State the meaning of evaluation of training?

Q2. Explain the purpose of evaluating training programme?

12.5 PRINCIPLES OF EVALUATION OF TRAINING

For the evaluation to be true and useful it must follow certain principles. The evaluator of training must be crystal clear about the purpose of conducting the evaluation. In other words it can be said that evaluation should be specific in nature. Evaluation should also be continuous in order to be useful. If evaluation is not conducted periodically, then a thorough assessment cannot be made about the training program and its effectiveness. Evaluation should also provide a base for the trainers to appraise their performance and ability. It must

also be based on objective methods and set standards. Last but not the least the evaluation process targets must be of realistic nature.

12.6 BENEFITS OF EVALUATION OF TRAINING

Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organisation in a cost effective way. This is specifically important in wake of the fact that organisations are trying to cut costs and expand globally. Some of the benefits of the training evaluation are as under:

12.6.1 Evaluation ensures accountability - Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.

12.6.2 Reducing the cost - Evaluation ensures that the training programs are effective in improving the work quality, employee behaviour, attitude and development of new skills within the employee within a certain budget. Companies are trying to cut their costs without compromising upon the quality and in this direction evaluation of training helps.

12.6.3 Feedback to the Trainer / Training - Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

Not many organisations believe in the process of evaluation or at least do not have an evaluation system in place. Many organisations conduct training programs year after year only as a matter of faith and not many have a firm evaluation mechanism in place.

12.7 KIRKPATRICK'S TRAINING EVALUATION MODEL

The Kirkpatrick model is used frequently with training evaluations. The Kirkpatrick model focuses on the four most important variables in determining the successfulness of a training program:

- **Reaction**
- **Learning**
- **Behaviour**
- **Results**

12.7.1 Reactions

This level measures the reaction of the trainee towards the training program. In order to evaluate the reactions of the workers, they are asked for feedback right after the training has been delivered to them. This is generally done through a questionnaire. This type of evaluation will be done based on two types of reactions:

- Affective reaction: This helps in determining what the trainees liked and disliked about the training program
- Utility reaction: This helps in determining the usefulness of the content perceived by the trainees (Saks & Haccoun, 2010).

Evaluating reactions based on the above two levels is extremely helpful in determining the effectiveness of the training program. Only if the trainees find that there is an importance of the training content to them, the utility reactions would be positive. These positive utility reactions tend to be more important for the training programs' transfer of training to the actual workplace.

The information that is aimed at when focusing on this level of evaluation would include:

- Did the employees feel the training was necessary?
- Did the employees enjoy the training?
- Did they feel like it was relevant to their work?
- Ease of transfer?
- What was the level of employee participation?
- What was the degree of usefulness for the employees?
- What they would rate the training program?
- Would they recommend it to other employees?

12.7.2 Learning

In this level a comparison is made between the knowledge and skills that the trainees had before and those they acquire after the training. The evaluation is based on the aspect that did the trainees gain or learn what the training program was aimed at imparting. This evaluation is done using the observation method. This observation is conducted after the training program so as to determine if the learning helped or not. Observation acts as the best way to evaluate learning as the employees are observed before the training and the

trainer is fully aware of the pre-training skills and he is able to evaluate the same post training.

12.7.3 Behaviour

This level of the Kirkpatrick model helps to evaluate the level of application of the skills acquired to the actual workplace. For the assessment of the behaviour, the supervisors are given the responsibility to do an evaluation after the expiry of 1week of the training program. Supervisors are also motivated to do this behaviour evaluation at regular intervals and provide feedback to the trainees depending on their performance.

During this evaluation, the questions that would be put forth include:

- Was the learning transferred to the actual workplace?
- Is there a change in behaviour prior to training and after training?
- Is there a change in employee behaviour?

12.7.4 Results

This level of results evaluates the impact of the training program on the organization. For evaluating the results that the training program will have for the organisation, evaluation is based on hard data, which means the actual numbers. The training evaluation data collection methods used can be either experimental or non-experimental.

The pre-training costs are compared to the post-training costs, and the difference between these costs are the benefits that the organization will obtain from implementing the program. These post training costs are based on assumptions including reduced costs that occur due to the implementation of the training program.

12.7.5 ROI

After it was found out that training costs organisations a lot of money and no evaluation measures the return on investment for training, the fifth level for training evaluation was added to the training evaluation model by Kirk Patrick which is called as the ROI.

Implementing the training program brings in a number of benefits but these will also be accompanied with costs. In order to evaluate the return on investment that this training program would bring in, the return on investment will be calculated considering the costs and the benefits. A return on investment (ROI) can be calculated from the costs and benefits associated from the training program administered. ROI is important to determine as it

provides the investment return earned given the time, resources, and money spent on the program.

A project with an ROI of 1 is beneficial to the organization as this would cover the costs that were incurred on the training with the benefits that it brings.

The formula for calculating ROI is:

Benefits – Costs / Costs

Although the Kirkpatrick model provides a holistic approach to training evaluations, yet most of the evaluations contain themselves to the reaction data, only few collect the learning data, still lesser measure and analyse the change in behaviour and very few take it to the level of increase in business results.



Check Your Progress- B

Q1. Explain the principles of evaluation of training.

Q2. Discuss the important variables under Kirkpatrick's Training Evaluation Model?

12.8 TECHNIQUES OF EVALUATION OF TRAINING

Several techniques can also be used for evaluation of training. These techniques include:

12.8.1 Experimental and Control Groups: In this method of experimental and control groups, each group is randomly selected, one receives training and the other does not receive training. The one which receives training is called the experimental group and the

one that does not receive training is called the control group. Relevant indicators of success are measured before and after the training for both groups. If the experimental group demonstrates better results than those by the control group, the training program is termed to be successful.

12.8.2 Longitudinal and Time Series Analysis: In this method, a series of measurements are taken before the start of the training program, during the training program and after the program is completed. The results are graphically presented on a graph in order to determine whether changes occurred due to training or not and whether these changes remained due to the training effort or not.

12.8.3 Questionnaires: Questionnaires can be used for obtaining feedback on the training program. This feedback can be drawn from either the supervisor of the trainees or it can be a self assessment done by the trainee themselves. The supervisor rates the trainee before and after the training program as regards to their job proficiency. The trainee when does an assessment of the training program can convey the worth of the training program.

12.8.4 Cost Benefit Analysis: As discussed earlier, assessing the costs and benefits of the program is another way of assessing the usefulness of training. The costs and benefits associated with training may be classified as:

Cost	Benefit
Assessment costs	Improvement in trainee's performance
Salaries of training staff	Behavioural changes
Purchase of training equipment	Long term benefits of training
Program development cost	
Evaluation costs	
Trainee's wages	

12.9 PLANNING THE TRAINING EVALUATION

John Dopyera and Louise Pitone have identified eight decision points in planning training evaluations. These are:

1. Should an evaluation be done? Who should evaluate?
2. What is the purpose of evaluation?

3. What will be measured?
4. How comprehensive will the evaluation be?
5. Who has the authority and responsibility?
6. What are the sources of data?
7. How will the data be collected and compiled?
8. How will the data be analysed and reported?

These decision points help in increasing awareness about training evaluation and also create interest in the evaluation of training.

12.10 PRACTICAL EXAMPLE

Let us take a practical example of evaluation of a training program. Suppose a training program was designed and delivered to the warehouse workers. The objective of such training program was to reduce the number of minor injuries at workplace. So after the training has been imparted, the evaluation of training will be done using the Kirkpatrick's model.

Reactions

This level measures the reaction of the trainee towards the training program. In order to evaluate the reactions of the warehouse workers, they will be asked for feedback right after the training has been delivered to them. This will be done through a questionnaire that is attached in the Appendix.

- Affective reaction: this will help determine what the warehouse workers liked and disliked about the training program.
- Utility reaction: this will help determine the usefulness of the content perceived by the warehouse workers.

Evaluating reactions based on the above two levels will be extremely helpful in determining the effectiveness of the training program. Only if the warehouse workers find that there is an importance of the training content to them, the utility reactions would be positive. These positive utility reactions tend to be more important for the training programs' transfer of training to the actual workplace.

Learning

In this level a comparison is made between the knowledge and skills that the warehouse workers had before and those they acquire after the training. The evaluation will be based on the aspect that did the warehouse workers gain or learn what the training program was aimed at imparting. This evaluation will be done using the observation method. This observation will be conducted on the very next day of the training program so as to determine if the hazards were dealt in a different way than the way it was dealt with beforehand. Observation would act as the best way to evaluate learning as the employees have been observed before the training as well when the needs analysis was conducted and the trainer is fully aware of the pre-training handling of hazards and now he will be able to evaluate the same post training.

Behaviour

This level of the Kirkpatrick model will help evaluate the level of application of the skills acquired to the actual workplace. For the assessment of the behaviour, the supervisors would be given the responsibility to do an evaluation after 1week of the training program. Supervisors will also be motivated to do this behaviour evaluation at the end of each month and provide feedback to the warehouse workers depending on their performance.

Results

This level of results evaluates the impact of the training program on the organization. For evaluating the results that the training program will have for the organisation, evaluation will be based on hard data, which means the actual numbers. The training evaluation data collection method which will be used in this example will be non-experimental method.

The pre-training costs will be compared to the post-training costs, and the difference between these costs will be the benefits that the said organisation had obtained from implementing the program. These post training costs are based on assumptions regarding the reduction of recordable injuries and incidents that would occur due to the implementation of the training program.

RETURN ON INVESTMENT

Implementing the training program at the said organisation would bring in a number of benefits but these will also be accompanied with costs. In order to evaluate the return on investment that this training program would bring in, the return on investment will be calculated considering the costs and the benefits. A return on investment (ROI) can be calculated from the costs and benefits associated from the training program administered at the organisation. ROI is important to determine as it provides the investment return earned given the time, resources, and money spent on the program.

A project with an ROI of 1 is beneficial to the organization as this would cover the costs that were incurred on the training with the benefits that it brings.

The formula for calculating ROI is:

Benefits – Costs / Costs

Benefits

The main benefit of implementing the training program will be the reduction in the injuries at the warehouse. The reduced injuries would result in the reduction of the direct costs as well as the indirect costs that arise due to the occurrence of an injury.

Direct costs of an injury involve the worker's lost time and costs related to placing a replacement worker, whereas the indirect costs would involve accident clean-up cost, cost incurred in rescheduling work assignment, accident investigation costs, and meetings and paperwork costs. The benefits to the said organisation of implementing the training program would be a saving of all these direct and indirect costs. The evaluation of these benefits is based on the pre and post-training (estimated) assessments.

Recordable injuries

In the previous year, 2 lost time injuries were reported and thus can be called recordable injuries. The time lost during these 2 injuries totaled 12 days for the complete year. Thus on an average 6 days were lost per injury (12/2).

After the implementation of the training program, the injury is estimated to be reduced to just 1 in a year and there will also be reduction in the days required for recovery from 6 days to 5 days due to a decline in the severity of the caused injury.

For calculating the indirect costs, estimations of hourly salary of warehouse manager is based on median salary of warehouse managers. The hourly wage of warehouse workers is based on the average of experienced (\$16/hour) and new employees (\$10.50/hour) which comes out to be \$13.25. The work shift is normally 8 hours per shift.

Direct costs:

Pre-implementation costs: 12days * \$13.25/hour * 8 hours per shift = \$1272.00

Post-implementation costs: 5days * \$ 13.25/hour * 8 hours per shift = \$530.00

Total direct cost savings from reduced recordable injuries = \$742.00

Indirect costs:

2 hours of warehouse manager (2 managers * \$25/hour) = \$100.00

1 hour of warehouse workers (10 employees * \$ 13.25/hour) = \$132.50

Pre-implementation costs: $(\$100+\$132.50) * 2 \text{ injuries} = \465.00

Post-implementation costs: $(\$100+\$132.50) * 1 \text{ injury} = \232.50

Total indirect cost savings from reduced recordable injuries = \$232.50

Total direct and indirect cost savings from reduced recordable injuries = \$742.00+\$232.50 = \$974.50

Incidents

The occurrence of the minor incidents had increased a lot at the organisation, so this rate is assumed at 6 times greater than the injuries. These minor incidents range from minor cuts, falls, or sprains which lead to an employee leaving work early but returning fully capacitated for their next shift. An average shift lasts for 8 hours at the organisation and as such as incident can occur anytime at the start or the end of the shift, this 8 hour shift has been averaged for the amount of time that other warehouse workers would have to cover for the hurt employee.

When calculating the indirect costs, the manager's and the employees' time involved has been reduced due to the reduced severity of the incident occurrences.

Direct costs:

Pre-implementation costs: $(2*6) 12 \text{ occurrences} * \$13.25/\text{hour} * 4 \text{ hours averaged shift} = \636.00

Post-implementation costs: $(1*6) 6 \text{ occurrences} * \$13.25/\text{hour} * 4 \text{ hours averaged shift} = \318.00

Total direct cost savings from reduced incident rate = \$318.00

Indirect costs:

1 hour of warehouse manager (2 managers * \$25/hour) = \$50.00

0.25 hour of warehouse workers (10 employees * \$ 13.25/hour) = \$33.13

Pre-implementation costs: $(\$50+\$33.13) * 2 \text{ injuries} = \166.26

Post-implementation costs: $(\$50+\$33.13) * 1 \text{ injury} = \83.13

Total indirect cost savings from reduced incident rate = \$83.13

Total direct and indirect cost savings from reduced incident rate = \$318.00+\$83.13 = \$401.13

Total benefit from implementing the training program at the organisation = \$974.50 + \$401.13 = \$1375.63

Costs

The costs that will be incurred by the organisation would involve all the costs related to the training program which must be recorded in order to reach a reasonable figure of costs. These costs must include “those related to program development or purchase, instructional materials for trainers and trainees, equipment and hardware, facilities, travel and lodging, and salary of trainer and support staff as well as the cost of lost productivity while trainees attend the program.” (Noe & Peacock, 2008, p.155)

Training costs:

Training attendance by 2 managers

$$\$25/\text{hour} * 1.5 \text{ hours} * 2 \text{ managers} = \$75.00$$

Training attendance by warehouse workers

$$\$13.25/\text{hour} * 1.5 \text{ hours} * 10 \text{ employees} = \$198.75$$

Cost of training materials including flipcharts, markers, pen and paper = \$25.00

Refreshments during break (Tea, coffee, muffins) = \$50.00

Cost of safety posters = \$10.00

Total cost of implementing the training program at the said organisation = \$358.75

ROI

$$(\text{Benefits} - \text{Costs}) / \text{Costs} = (\$1375.63 - \$358.75) / \$358.75$$

RETURN ON INVESTMENT = 2.83

A return on investment of \$2.83 that the training program brings back the \$1 spent plus an additional return. The ROI turns to be 283% (ratio*100=2.83*100). So the return on the investment is 283% making it a worthwhile proposal for the organisation to invest in it.

Additional Benefits

There are many other additional benefits that arise out of this training program besides a positive ROI. The ROI calculates the monetary benefits and the return on the program but several other non-monetary benefits are listed below:

- **Job Satisfaction:** Employees feel valued at the workplace when they attend a training program related to safety. They feel that the employer cares about the employees' safety and security. With the sense of being cared for comes the job satisfaction which in turn brings in motivated behaviour to give the 100% to the job.
- **More engagement at work:** When warehouse workers are themselves given the responsibility for spotting hazards and understanding that safety is everybody's job, they feel more engaged and also that they are a part of the organization.
- **Stress reduction:** Improvement in the safety culture at work and the feeling that the workplace is hazard free takes out the stress that builds in from working in an unsafe workplace.
- **Retaining employees':** A safer workplace will help the organization to retain the valuable employees and thus will help reduce the costs of employee turnover.
- **Good reputation in the industry:** Maintaining a safe workplace and fulfilling the responsibilities toward employees, helps the organization to own good reputation.
- **Target of potential applicants:** With a good reputation in the industry more and more new employees will want to join the organization and this can lead to the best suited people to be a part of the organization.
- A reduction in the accidental claims also helps the organization to save money.

METRICS

Apart from the positive ROI, there are various other metrics that the organization can look at before deciding whether to continue with the training program or not and also if it is of any worth to the organization in the long run. The various metrics that can be used to calculate the worth of the training program include:

Injury and Injury Severity

One of the main goals at the said organization was related to the reduction in the rate of injuries and also their severity in turn. In the previous year 2 recordable injuries were seen. It is expected that after the implementation of the training program this rate of number of

injuries and the rate of number of days lost in the recovery of the injury will reduce by a significant number in this year. This has been clearly demonstrated in the calculation of benefits section of this example.

Lost Time Injury and Lost Time Injury Frequency

This relates to the reduction in the current year's incident rate which will help the organization to reduce the work related injury or illness which prevents that person from doing any work. The awareness built amongst the warehouse workers to identify hazards and tackle them in the most appropriate way will be the most helpful in bringing down the frequency of lost time injuries.

Near miss/accident avoidance

Another metric that can be used to determine the success of the training program will be the near miss incidents. These relate to the events which had the potential to cause injury and/or damage and or/loss, but which was avoided by circumstances. The visible reduction in the current year's near misses will help evaluate the value addition that the training program brought.

A reduction in the metrics mentioned above would also result in increased efficiency and efficacy. Knowing why safety is important at the warehouse and knowing the risks that are associated with performing a task incorrectly, will help the warehouse workers to contribute towards reducing injuries and working safely.

Subsequent tracking of these metrics can be made each year to evaluate the safety level being maintained at the organization and from there the requisite steps can be taken to address the issues and concerns.

Thus in this particular example we have successfully discussed an evaluation plan and the said evaluation of the hard data comparing the previous year's figures to the estimated current year's figures revealed the benefits that the training program would have. This helped in the calculation of an ROI. This training program showed a positive return on investment accompanied with various non-monetary benefits. Thus it can be said that this training program acts as a successful move towards the progression of the aim of creating and maintaining a safe workplace providing the warehouse workers with a skill of identifying and mitigating the risks from hazards as and when they arise.

12.11 SUMMARY

Evaluation of training program is an attempt to obtain information on the effects of training on performance and to assess the value of training in the light of that information. Evaluation forms a very important part of each and every process and the same applies to training programs as well. Training programs involve an additional cost to the organization, so evaluations help in adjudging the effectiveness of these training programs in order to ensure that the spending is done in the right way. There are various techniques that can be used to do training evaluations. Kirkpatrick has provided a holistic model to conduct the evaluation of training. He based these evaluations on four important variables which include: Reaction, Learning, Behaviour and Results. Later on he added another level to these four levels which is called ROI. The evaluations can be done using techniques like Experimental and Control Groups, Longitudinal and Time Series Analysis, Questionnaires or Cost Benefit Analysis. The techniques may be selected based on the type of training program that is being evaluated or the cause for which the organisation is conducting the assessment.



12.12 GLOSSARY

Assessment: Assessment refers to the process or act of evaluating an individual's knowledge, skills, or performance related to a particular subject, topic or process.

Efficiency: Efficiency is the (often measurable) ability to avoid wasting materials, energy, efforts, money and time in doing something or in producing a desired result.

Effectiveness: Effectiveness is the capability of producing a desired result or the ability to produce desired output.



12.13 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

For Q.1 refer to section 5.3

For Q.2 refer to section 5.4

Check Your Progress –B

For Q.1 refer to section 5.5

For Q.2 refer to section 5.7



12.14 REFERENCES

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12.15 SUGGESTED READINGS

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12.16 TERMINAL QUESTIONS

Q.1 Explain the need, criteria and techniques of evaluation of training results.

Q.2 Discuss the techniques for evaluating the effectiveness of training programs.

12.17 APPENDIX

Safety Training Program Feedback Questionnaire

1. Did you feel the training was necessary?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

2. Did you enjoy the training?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

3. Did you feel that the training was relevant to your work?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

4. Was the training material easy to transfer to the actual warehouse?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

5. Did your participation in the training program help improve your skill of identifying hazards at the workplace?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

6. How useful was this training to you?

Strongly agree

5	4	3	2	1
---	---	---	---	---

 Strongly disagree

UNIT 13 DIFFERENT METHODS OF TRAINING

13.1 Introduction

13.2 Objective of Training

13.3 Training: Aims

13.4 Training: Concept and Meaning

13.5 Definition of Training

13.6 Features of Training

13.7 Role of Training

13.8 Importance of Training

13.9 Training Process

13.10 Methods of Training

13.11 Suggestions for improving today's training process scenario

13.12 Summary

13.13 Glossary

13.14 Answers to check your progress

13.15 References

13.16 Suggested Readings

13.17 Terminal and Model Questions

13.18 Case Let

13.1 INTRODUCTION

Training and development is a subsystem of an organisation. It ensures that unstructured learning is reduced and learning in a structured way takes place. There should be a behavioral change that needs to take place in structured format. Training and development is a field which is concerned with organisation's learning, a learning related to all employees. Training is aimed at improving the performance of an individual and group in organisational settings.

Training is been known by several names, including human resource development and learning. For any organisation to continue itself and achieve growth there is basic need for developing its manpower resources otherwise called as human resources.

It is one thing to possess knowledge but yet another thing to put it to effective use. It is essential to help develop skills and also update the knowledge. In a rapidly changing society, employee training and development is not only an activity that is desirable but also an activity that an organisation. Training and development play a vital role within the effectiveness of organisations and to the experiences of individuals in work.

Training has recommended for productivity, health and safety at work and private development. All organizations using individuals must train and develop their workers. Most organisations have data of this demand and invest effort and alternative resources in coaching and development.

Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development is very costly.

Training involves all personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support. The coaching personnel should direct their attention and energy from time to time towards supporting training and development all staff. This means they are required to give more attention to activities that are obviously more productive in terms of the organisation's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expert people in the company.

13.2 OBJECTIVES OF TRAINING

Employees at different levels from top level to bottom level and from blue collar worker to white collar worker requires training. Unskilled workers require training in improved methods of handling machines and materials to reduce the cost of construction and waste and to do the job in the most economical way.

A training needs analysis is a way of surveying the training required and can help prioritize different areas of training that are needed by analyzing the business and HR goals and the skills required to meet these goals. Training should be available for those that are already

doing well, as much as those who have areas of difficulty. By refocusing the training needs analysis in this way, you are able to develop programs that focus on successful practices.

1. The primary objective of training and development is to prepare employees new and old towards learning.
2. Training is very helpful regarding certain performance that may be useful for promotions to positions which require added skills and knowledge.
3. Training or learning may range from highly specific instructions in the workplace or as steps in performance of a given job.
4. To organize the workers each new and recent to satisfy this likewise because the dynamical needs of the work and therefore the organization.
5. To stop degeneration (end) of abilities and to impart the fundamental data and skill within the new entrants that they have for an intelligent performance of a certain job.
6. To organize the workers for higher level tasks.
7. To help the workers to operate a lot of effectively in their gift positions by exposing them to the newest ideas, data and techniques and developing the abilities they'll want in their specific fields.
8. To create up a substitute of competent officers and prepare them to occupy knowledgeable positions.
9. To ensure smooth and efficient working of all the departments in the company.
10. To ensure everyone adopts these practices and help those who are already top performers achieve mastery.
11. Another objective is that the training program is highly interactive, and uses only a very limited amount of 'direct input' from trainers. The input does not have to be in presentation format, but can take the form of learning resources such as handouts, display and case studies.
12. The main objective of training and development is to ensure that there is enough or sufficient skilled labour force in the market who are willing to come and work.
13. Other objectives are divided into four like, Individual Objectives where it helps individual employees in achieving their personal goals, which in turn, improves individual contribution to an organisation.

- 14. Organisational objectives like for example the training programs helps the organization by training all employees irrespective of their positions thereby improving every individual's effectiveness.
- 15. Functional Objectives like maintaining the training programs in such a way that it contributes to the organisation's needs.
- 16. Social Objectives are fulfilled and training programs ensure that an organisation is ethically and socially responsible to the needs and challenges of the society.



Check your progress A:

Before considering specific training techniques, ask yourself these questions:

Q1. What is your training budget?



Q2. How much time has been allotted for coaching among your organisation?

.....
.....
.....

Q3. What coaching resources and materials does one have at your disposal?

.....
.....
.....

Your answers to those queries begin with the narrowing method for your coaching decisions.

Q4. Multiple Choice Questions:

1. The following is (are) the benefit(s) of training.

- a) Increased productivity
- b) Reduced accidents

- c) Reduced supervision
 - d) All of the above
- 2. The following training aims to provide broad training to enable the trainee to take up a wide variety of tasks within his field of specialisation**
- a. Demonstration
 - b. On-the-job training
 - c. Apprenticeship
 - d. All of the above
- 3. Demonstration type of training method is used to train**
- a. Workers
 - b. Supervision
 - c. Managers
 - d. All of the above

13.3 TRAINING: AIMS

Training in organisations have some specific aims or goals in order to seek the overall productivity of the organization. Some of the aims are listed here. Training tries to

1. 1. Relate ideas and principles from the scientific discipline of coaching and development to real activity problems so as to form a constructive contribution to organisations.
2. Recognise the psychological assumptions towards individuals and their related skills and provides training programs appropriately.
3. Understand the conceptual or theoretical factors of training issues and then work on situations that affect decisions concerning the applications of training and development concepts.
4. Provide a basis for making useful training interventions within organisations and evaluating such interventions.

In doing these things, this learning material aims to enable students to develop appropriate understanding of using of different training methods within organisations.

13.4 TRAINING: CONCEPT AND MEANING

Training is a highly useful tool that can bring an employee into a position where they can do their job correctly and effectively. Training is that the act of accelerating the information associated ability of an worker for doing a selected job. It is the responsibility of the management to make necessary changes in the workplace as per the requirement of the job. To survive in the competition and to meet the job requirements, the management must change their policies, rules and regulations.

The organisations face a lot of pressure for the talented or potential work force. The organisations must continuously improve the production methods, cope up with advanced technology and for this the employees must be well trained for their skills.

The workers of UN agency are inclined to attain the work life balance alone can succeed. The success of any organization depends upon the standard of the folks operating for that organization.

In order to keep up the standard of the skilled manpower, several organizations come upon variety of obstacles. These obstacles embody attraction and retentive of the qualified and skilled workers towards the organization. Another obstacle is that the achievement of intelligent, dynamic likewise as passionate folks for the organization.

Major challenge is that the motivation of current workers with completely different techniques and retention of the present employees for maintaining the structure standing within the competitive market.

For extant the business and turning into a winning organisation, coaching could be a tool that may facilitate in gaining competitive benefits. Coaching or training proves to be a parameter for enhancing the power of the work force for achieving the structure objectives. Sensible coaching programs therefore lead to gaining control of the essential goals for the business. Hence, coaching is critical for giving a dynamic approach to the organization. This dynamic approach is critical as a result of each organization that adopts a controlled means of functioning might not be in a position deliver consistent results however a dynamic and versatile organization could do therefore. this can be doable solely due to improved quality of labor life through implementation of coaching programs.

Training can be best understood as planned, structured, and often formalized learning experience. It seeks to develop specific skills and knowledge needed for effective job

performance. Historically employees have learnt many of the competencies or skills they need to perform effectively can be achieved only by training.

13.5 DEFINITION OF TRAINING

Let us look into few foreign authors and few Indian author's definitions.

JACK HALLORAN: Training is the process of transmitting and receiving information related to problem solving.

MATHIS AND JACKSON: Training is a learning process whereby people learn skills, concept, attitudes and knowledge to aid in the achievement of goals.

RICKY W. GRIFFIN: Training usually refers to the teaching operational or technical employees how to do the job for which they were hired.

KIRKPATRICK: Training refers to the teaching of specific knowledge and skills required on the individual's present job. The term development refers to the growth of the individual and preparations for higher-level jobs.

According to **MUKHERJEE** organizations cannot survive without training and development of employees. Improvement in skills increases versatility and adaptability of employees that leads to required performance level in the current job.

MIRZA SAIYADAIN stated that "Training is an activity aimed to improve the performance of the existing staff to meet the future needs of the organization".

To conclude, basically training is a planned effort and process, related to helping an employee acquire some specific skills. It may help in improving his or her immediately usable skills, knowledge, concepts; attitudes and behavior to enable him or her perform efficiently and effectively on the present job.

13.6 FEATURES OF TRAINING

Training and development refers to the transmission of specific skills, abilities, associate degreed information to an worker of an organisation. The necessity for employee's coaching is decided by employee's performance deficiency, computed as follows:

Training and Development want = normal Performance - Actual Performance.

The present day IT organizations need people who can make things happen rather than who react to the things happening around them, and who can conceive and create new product or services to cater to the changing needs of the customers. The present need of IT organisations can be met through the well-designed individual centric professional development activities.

Knowledge is the driving force for economy and it empowers organisation's ability to deliver value to its client. In this competitive era, unless our employees are knowledge workers and multitasking, we will not be in a position to cope-up.

Today, most organisations are providing some or the opposite variety of coaching to their workers. High productivity and prime quality of labor life are going hand-in hand. Moreover, organisations have recognized that learning may be a long method. It's a organic process process as worker coaching have a large positive impact on job satisfaction, productivity and ultimately on overall profit of the corporate.

The fact is that coaching and development activity, once fastidiously developed and fittingly dead, will have a fascinating impact on the blue collar employees. The underlying intention of all coaching programs is to extend potency. The outcomes of coaching should be tangible; of course they must complement and support the company's money stability. palmy coaching programs result from thoughtful and heavy coming up with.

Following are some features of training and development:

1. **Skills:** Training helps in imparting skills to employee, an employee needs skills to operate machines, and use other equipment's properly, with minimum damage or wastage. Similarly other skills such as motor skills, interpersonal skills, leadership skills etc. are needed and provided through training program.
2. **Education:** Education helps in teaching theoretical concepts and developing a sense of reasoning and judgment. Education is the understanding and explaining of knowledge. Education must impart qualities of mind and character, and understanding of basic principles and develop the capacities of analysis, synthesis, and objectivity.
3. **Development:** Another component of training and development process is development which is less skill oriented and more knowledge oriented. Knowledge about business environment, management principles and techniques and human relations is useful for

better management of the organisation. Development is an effort to provide employees with the abilities that the organisation will need in the future.

4. **Ethics:** There is a need for imparting greater ethical orientation to training and development program. Generally ethics are largely ignored in businesses. Unethical practices are visible in marketing, finance, production, and even in the personnel department in an organisation. It is important to enlighten all the employees in the organisation and bring about the need for ethical behavior. This awareness of being ethical can be taught only by training.
5. **Attitudinal Changes:** Attitude represents feeling and beliefs of individual towards others. Attitude affects motivation, satisfaction, and job commitment. Negative attitude need to be converted into positive attitude.
6. **Decision Making and Problem Solving Skills:** Learning related to decision making and problem solving skills seeks to improve trainee's abilities to identify problems, collect and analyze information, generate alternative solution and choose the best solution from among the alternatives.

13.7 BENEFITS OF TRAINING PROGRAMS

In a changed economic set up with heavy competition, training and development programs are important. The managerial personnel or the managers cannot survive without learning. David Ewing in his book 'The knowledge of an executive' has rightly said: "The management personnel must realize that they will not survive unless they keep in pace with modern management education, research theory, principles and practices". This means that learning the skills like decision making, negotiation and policy making has to be learnt by the managers.

Various organisations have discovered that whatever learning an employee embarks on, even outside the workplace for their own satisfaction, has potential benefits for the organisation. Employees are the internal customer of the human resource philosophy of the company. Any organization committed to its mission and vision captures the heart and soul of its workforce. Opportunities to learn and grow are powerful motivators to inspire talented workforce.

When work allows employees to use their minds, acquire new skills, and face situations that enable them to grow, they become enthusiastic about the work.

Benefits of training and development to the Organisation are listed below.

1. Training leads to improved profitability and/ or more positive attitudes towards profit orientation. Improves the job knowledge and skills at all levels of the organisation.
2. Improves the morale of the executives. Helps people identify with organisational goals.
3. Helps create a better corporate image.
4. Few training programs helps us the employees encouraging the quality of being true, openness and trust. It also helps in improving the relationship between superior and the subordinate.
5. Training helps in overall development of the employees in the organization.
6. Certain training programs gives us clear instructions and helps us as manual or guidelines for work. For example which task is first and which is second.
7. Aids in understanding and carrying out organisational policies. Provides information for future needs in all areas of the organisation.
8. Organisation gets more effective decision-making and problem-solving skills. Aids in development for promotion from within the organisation.
9. Finally training helps in increasing the productivity of the organization and the quality of work.

13.8 IMPORTANCE OF TRAINING

As organisations evolve their infrastructure and approaches to employee development becomes more structured. Employee development is related to supporting the management techniques, tools, procedures and standards. Training programs are essential and they often include all the said rules of the organisation. When organisations are in their matured state they often become too big, have too many management levels and get over complicated. Consequently departments, functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, and projects do not get over complicated.

Consequently department's functions, or divisions, do not interconnect well. The result is decision making becomes unclear, information is poorly communicated, project does not get

finished or late and internal politics creep in, resulting in power based and pressure group becoming established. Therefore organisational fails to act, even confusion, sets in with problems and frustration spreading resulting in falling performance. This eventually leads the organisations to become an eco-system that can be difficult to change.

Within these general confessions and with constant organisational change begging a modern necessity the individual's role becomes in clear and difficult to execute even to the point of being meaningless. People ask "Why am I here?", and "I no longer seem to have a purpose, a direction or adequate support". Consequently they either leave or slide into importance and so the organisations become weakened, even unmanageable, certainly organisation ceases to function well.

The challenge for the organisation therefore is to introduce a range of new innovative training and development programs. Training is the most important technique of human resource development. No organisation can get a candidate who exactly matches with the job and the organisational requirements. Hence training is important to develop the employee and make him suitable for the job.

Training and development programs are important for successful management, as it makes employees more effective and productive. When carried out properly, training enables both employees and employers to create more opportunities that is created in the market. It is simple fact that the final challenge in making management development acceptable is to demonstrate to senior management that the organisational benefit far outweigh the cost. Trainers today will probably find themselves working in a range of different operations. They need to understand business and financial concepts if they are to make a full and effective contribution, where they work as an internal trainer or as an external training consultant.

Following are some important aspects of training:

13.8.1 Optimum Development of Human Resource can be achieved only through training .

13.8.2 Training and development helps to provide an opportunity and broad structure for **thedevelopment of human resource's technical and behavioral skills** in an organization.

13.8.3 Training additionally helps the worker achieve personal growth. Providing coaching to the personnel will increase the talent, information and talent in them. they will create themselves capable of occupying positions at higher levels.

- 13.8.4** Increased Utilization of Human Resources- coaching and development helps in optimizing the employment of human resource that further helps the worker to attain harmony between the organisational goals in addition as their individual goals.
- 13.8.5** Development of Skills-Training and development helps in increasing the duty information and skills of worker at every level. It helps to expand the horizons of human intellect associate degreed an overall temperament of the staff.
- 13.8.6** Training and Coaching will increase the talents of staff and that they perform the duty higher than before.
- 13.8.7 Increases Productivity**-It helps in increasing productivity of the employees. Increased performance and productivity, because of training, causes the most efficient and effective ways of performing their jobs.
- 13.8.8 Creates Team Spirit**- Training and development helps in including the sense of team work, team spirit, and inter-team collaborations. It helps in including the zeal to learn within the employees. Team learning is a process of aligning and developing the capacity of a team to create the results its members truly desire.
- 13.8.9 Improves Organisational Culture**- Training and development helps to develop and improve the organisational health, culture and effectiveness and it also helps in creating a learning culture within the organisation.
- 13.8.10 Improves Organisational Climate**- Training and development helps in building positive perception and feeling about the organisation. The employees get these feelings from leaders, subordinates and peers.
- 13.8.11 Improves Quality of Work and Life**- Training and development helps in improving quality of work and life. Quality increases may be in relationship to a company product or service, or in reference to the intangible organisational employment atmosphere.
- 13.8.12 Improve Health and Safety**- Training and development helps to improve health and safety of the organisation.
- 13.8.14 Creates Healthy Work Environment**- Training and development helps in creating healthy working environment and it also helps to build good employee relationships so that individual goals align with organisational goals.

13.8.15 Increases Morale and Loyalty- Training and development helps in up the morale and loyalty of the hands. A trained worker's morale will increase thanks to the support and encouragement he gets from seniors at work place.

13.8.16 Enhance Profitability- Training and development helps to improve profitability and more positive attitude towards profit orientation.

It is better to retain the existing talent than to hire on a continuous basis. It is an established fact that human resources are assets and strategic business tools in an organisation to drive corporate performance that provides a distinct competitive advantage. Motivation is a tonic for the workers. The more you motivate your subordinate, the more productive they become in their work.

Work becomes enjoyable, challenging, and attains a supreme level through constant motivation. The motivation quotient of the employee seems to have a positive correlation with brand or corporate success. Employee Training programs becomes the vehicle for getting a common understanding of organisational problems. Let Employee development programmer focus on how teamwork and the teamspirit can be improved. Let the Employee development workshop plan the adoption of matrix working. Let Employee development initiatives cultivate a philosophy that everyone can be improvers not caretakers, that all have an identity and a key role to play, and that everything can be caretakers, that all have an identity and a key role to play, and that everything can be done that little bit better, to the benefit of everyone.

Let us check up on few points regarding if an worker is undisciplined what would be the causes.

1. It's just like the undisciplined staff = sad staff. Employees UN agency feel inadequate, underachieving, or unsupported are sad. They aren't glad in their work, which can cause them to underperform, create mistakes, and not care concerning their work product. That prices the business in lost time and cash.
2. Undisciplined staff Have an occasional Production worth
3. The standard of their work is lower and of less worth. the standard in performance is less than it may (or should) be.
4. Undisciplined staff is Inefficient

5. Longer (and so money) and energy is spent once staff aren't totally or properly trained to perform their tasks or to satisfy their responsibilities. It takes them longer to try to do the work.

6. Lost Time/Money because of Mistakes

7. Once an undisciplined employee makes a blunder, the time and materials used are lost. The work then should be done once more. Or worse, the inadequate product was delivered to the consumer.

8. A rise in Miscellaneous Expenses

9. These are tougher to trace or attribute to undisciplined staff, however they're there. Making a laptop power-assisted style (CAD) drawing incorrectly suggests that reissue the file. Which means it takes longer to correct the error, a lot of materials value in paper and ink, and longer rechecking of the work. If it were done properly the primary time, then we tend to may have saved the prices.

Insufficient Staff Training Means Lost Customers

Untrained employees can cause many of the mistakes listed above, and those mistakes and inefficiencies can cause your business to lose customers. That is the worst possible scenario, but it can happen if the employees are trained appropriately.

13.9 TRAINING PROCESS

Earlier the function of training was very simple. An employee was selected by an organization and was trained so that he fitted into the job for which he was appointed. With the changes in values and many other factors, the trend now has changed. Training is viewed as an ongoing lifelong cyclical process. Training process is an integral part of human resources management and organisation. Outline the inter-related steps in training process given by Bhatia S.Kis as below:

1. Organisational vision and perspective plans
2. Assessment of training needs
3. Setting training objectives
4. Designing a training programme
5. Implementation of training programme

6. Evaluation of training programme

13.9.1 ORGANISATION VISION AND PERSPECTIVE PLANS:

The initial step in the training process is linking the organisation's vision, mission, strategies and objectives. Training activities have to contribute to the corporate goals by increasing the effectiveness of work being carried out in particular parts. The contribution can be seen to have two main aspects:

- a. Achieving the immediate goals related to organisation's strategic problems. Here the strategic problems relate to the top level management.
- b. Training to be based on long-term plan and to preparing employees for new challenges (futuristic need) of the people and the organisation.

Training function has to play proactive role even towards strategic direction of the organisation by designing and implementing in creative way training programs which move people in that direction.

13.9.2 ASSESSMENT OF TRAINING NEEDS:

Knowledge, skills and attitudes are the three criteria around which all jobs are based. A training need is a gap between the knowledge, skills and attitudes desired and already possessed by the employees. An individual needs training when his performance falls short of standards, i.e. when there is performance deficiency. If the training is not proper or uninspiring supervision or some personal problem of the employee then it may lead to other problems. The problem of performance deficiency caused by absence of skills or knowledge or attitude can be remedied by a proper training.

13.9.3 SETTING TRAINING OBJECTIVES:

After assessing training needs for the organisation, training and development objectives are to be established. Objective can help in measuring the training program's effectiveness. Objectives of training program should be tangible and measurable. The objectives of training provide the following:

- a) A record of condition that exist prior to the training.
- b) A basis for evaluation of training.

13.9.4 DESIGNING A TRAINING PROGRAMME:

Designing training program denotes the strategy and planning through which training program could be conducted effectively. In designing of a training program the trainer should consider following contents carefully:

- a) Statement of objectives of the training program
- b) Choice of participants (who are the people who will be attending your training program).
- c) The place of training (venue of training program is important as it needs to have good ambience and create a pleasant feeling among the employees who are going to be trained).
- d) Duration of training program (If the training programs are too lengthy then participants may not be interested).
- e) Pace of the training program
- f) The level of instruction (Instructions must be simple and useable).
- g) Choice of training technique (This is the most important phase of training and the training program will be successful only if the technique or the method adopted is appropriate for the particular skill)
- h) The need of feedback (this is very essential as without feedback you may not have additional inputs from the trainees).

13.9.5 IMPLEMENTATION OF THE TRAINING PROGRAMME:

Conducting a training program requires considerable effort and coordination. Implementation involves a series of activities, through which training managers bring the course to learners in accordance with approved design. It involves scheduling of courses, faculties, equipment's, service providers, classroom support etc. For effective implementation of the training program following factors are important

- a. **The trainer:** The choice of faculty is important to the success of training program. Trainer must have specialized knowledge on the subject and his experience and skills to be reflected in handling working sessions.
- b. **The trainees:** The trainees should be form fairly homogenous group with respect to experience, knowledge, and potential for learning so as to avoid disparity in the group.
- c. **Curriculum:** It should be relevant to trainer's level and job to be performed.

- d. **Training material:** Learning material has to design with great care. It should be properly indexed and even distributed in advance.
- e. **Methods and Techniques:** Methods and Techniques of instruction are important as they are responsible to maintain interest and participation of trainee in the training.
- f. **Duration of training:** Duration of a training program generally depends upon skills to acquire and the learning capacity of the trainee. Effective use of visual aids can reduce training duration significantly.
- g. **Location:** Training managers can decide venue of training depend upon the availability of funds and resources.

13.9.6 EVALUATION OF TRAINING PROGRAMME: The last stage in the training and development process is the evaluation of the training program and its results. Since huge money and resources are spent on training and development programs, how far the program has been useful must be judged.

Training evaluation is an activity that determines the effectiveness of training program in terms of achievement of objectives of training program. Evaluation of training program also provides useful information about the design of future training programs. Participants in the training program would have given feedback and this feedback is a great measurement tool for evaluation of the entire training program conducted.

Training evaluation can be made during three periods, namely, before the training, during the training, and after the completion of training.

Evaluation of the training is needed for the following reasons:

1. **To make the training program more effective:** Through evaluation we can examine the various methods of teaching, content of lessons, training environment etc.
2. **It is used as training aid:** Once an evaluation is made, it becomes future document for the training itself.
3. **To verify whether goals are achieved against targets:** Every training program as well as organizations fixes goals for the training program. Outcome of training program should be compared with objectives to measure success of the training program.

4. **Cost effectiveness achieved or not :**The money spent on the training program must be fruitful and useful in terms of producing efficiency and improvement in work.
5. **To find useful to the individual and organisation:** A training evaluation pave the way for effective utilization thereby resulting in benefits to the organisation as well as to the individuals.

13.10METHODS OF TRAINING

13.10.1 Classroom Lecture

This is the foremost normally used, simple, price effective and standard technique. it's prompt as a result of it covers most variety of trainees during a short amount of your time. It involves a speech by the trainer with terribly restricted discussions. schoolroom technique provides North American country a transparent and direct method of presentation of all the facts that's to be mentioned.

A major weakness of classroom method the attention time of the participants is very less and this method does not provide for active participation on the part of the trainees, the extent of earning is very less. Moreover, the lecture might be useful only if the presentation is made in an interesting way.

13.10.2 Group Discussion

Group discussion is a method of training individuals based on team work. This method is best when we need more ideas and how these ideas are interpreted can be done by group discussion method. A leader or a moderator may or may not be present for group discussion. In case if the leader is identified for group discussion then he / she will moderate the entire discussions that would be going on .

Group discussions are conducted best for brain storming sessions and the skills tested for group discussion are imitativeness in participants and knowledge of the topic discussed and the leadership skills.

13.10.3 Simulation Exercises

What is simulation training?

Simulation trainings are used as a tool to show trainees regarding the talents required within the world. It provides a lifelike point-of-care learning expertise, and has been wide applied in fields like aviation, the military, and health care.

The superimposed worth of simulation coaching

A well-constructed simulation permits trainees to answer the question, "If I try this, what will happen?" It provides learners with a chance to check out completely different situations to work out what works and to grasp however they found out the correct and wrong answers. This trial-and-error approach offers trainees the data and confidence they have to use their new skills within the world.

The value of simulation coaching is more increased by following up with a interrogatory and training session. With the assistance of video recordings, the coaching sessions will be analyzed, errors known, successes marked, and emotions or feelings that influenced the trainees will be mentioned. this is often once the important learning takes place. Simulators are used for example, most of traffic rules, signals and procedures of driving could be taught in a park that resembles road or a road or through a video game featuring car or two-wheeler driving. Piloting planes are taught using more complex simulations. The methods are indirect but could also be expensive. The method calls for a certain level of grasp and information processing capability and transfer of learning on the part of the trainees

13.10.4 Role Playing

Role may be a set of expectations around a given position and is set by the role partners. Roles are forever reciprocal and delineated in pairs like trainer-trainee, vendee merchandiser, and interviewer-interviewee and then on. Taking part in roles would entail sensible issues like inter-role conflicts, intra-role dilemmas, role overloads and role below masses. As a result of these hurdles, role confusion ensues. so as to be trained to perform roles, trainees should attain role clarity.

This might involve negotiation among the role senders and role receivers with relevancy their expectations with counter expectations upon each other. Participants in role-play methodology are needed to retort to specific issues and expectations of individuals that they could truly encounter in their jobs. Role-playing is usually wont to teach such skills as interviewing, negotiating, grievance handling, performance appraisal, and shopping for and

commercialism and effective communication. It promotes healthy human relations skills among folks.

13.10.5 Case Study

It is a written down, narrative description of a true scenario or incident referring to a corporation and its business, portrayal any drawback that participants may face in their employment. Participant trainees are needed to propose any variety of viable solutions or selections that match the variables diagrammatical within the case. Case study will be interest making and thought stimulating for the participants. It helps to develop analytical, reasoning and problem-solving skills of the participants.

As it shows and reduces gaps in understanding, a holistic understanding of reality is created doable through case study technique. It conjointly helps to reemphasize messages provided throughout lectures, cluster discussions and alternative strategies. The disadvantage of the strategy could be the problem in drawing adequate variety of stimulating cases that really represent the \$64000 life things of the trainees.

13.10.6 Sensitivity coaching or T cluster coaching or Laboratory coaching

It is a coaching given in unstructured teams and it's designed to form individuals tuned in to themselves, their immediate scenario and their own behaviour on others. in contrast to several alternative programs, T-groups are involved with the \$64000 issues existing among the cluster itself. individuals are helped to become a lot of aware of others' sensitivities and work more harmoniously and responsibly along by encouraging them to move freely and actively.

The members are enabled to acknowledge social psychology and diagnose relationship issues. The participants are inspired to speak thoughts AND feelings with one another in an open, unstructured, heat and honest manner than is often wiped out the same old work or social scenario. A helpful outcome of the strategy is that participants notice higher suggests that of behavior for effective social relationships while not the help of power or authority over others. the strategy has got to be used fastidiously as individuals might resent feedback and show anger in response. individuals should be initial ready well to just accept criticism in an exceedingly constructive manner so conflicts might be managed properly.

13.10.7 Management Games

Games are used as a coaching tool, than as mere pastimes or amusement. Trainees are divided into groups and are given common tasks on that they might be competitive to reach selections, then collectively implementing and evaluating the selections enamored relevancy the games. for instance, blocks of wood would be provided to each team and one amongst the members would be blind-folded with a chunk of fabric.

The person would should organize the blocks one higher than the opposite, as per the directions and steering of the opposite members. As they assault to achieve larger target heights, the rewards would conjointly grow exponentially. This game is employed to bring out the nuances of cooperation, leadership designs and communication patterns exhibited by the members whereas enjoying the sport. The demerits of the strategy are that, at times, games would possibly lead to lack of seriousness in some trainees which the educational is indirect and slow. however it helps to convey messages in an exceedingly non-threatening and fun-filled manner.

13.10.8 Outward certain coaching (OBT)

As a part of OBT, managers and alternative workers members meet and cohabitate as groups at foreign geographical region out of the geographic point and aloof from the hustles and bustles of everyday life, wherever they might board cabins or tents for a specific variety of days. They check their survival skills and find out about their own temperament and hidden potentials for creativeness, cooperation and leadership.

Participants get opportunities to be told their limits and capabilities. Participants regardless of their official position ANd seniority would should learn to be natural in their behavior and find eliminate masks worn in an workplace scenario. it's a chic technique and also the learning may not be transferable to alternatives or to other things.

13.10.9 In-Basket coaching (IBT)

IBT may be a technique wherever the novice is needed to look at a basket stuffed with papers and files referring to his space of labor and create recommendations on issues contained in them. This technique is supposed for trainees in an exceedingly social control level to boost their decision-making and problem-solving talents.

In-basket educational program may be a kind of simulation coaching designed around day to-day business things and therefore is transferable to the task experiences. The participant is sometimes asked to determine priorities for then handle variety of workplace papers, like

memoranda, reports, phone messages and emails that may sometimes cross a manager's table.

The method has a minimum of 2 main stages. At the starting time, the participant starts by operating through the case among a such as limit all by himself while not discussing the small print with anyone.

Other participants analyze and discuss the queries of who's, which's, how's, what's, where's, why's and when's of every call or step. The deserves of this technique embody the most effective of ancient case study at the identical time combining the refinements to permit larger flexibility, realism and involvement.

The emphasis here is to know things totally, that is a chance too seldom given throughout busy operating days. it's wiped out a permissive atmosphere of experimenting and learning, instead of among the orbit of a boss subordinate relationship.

13.10.10 Vestibule coaching

This kind of coaching takes place aloof from the assembly space on instrumentation that closely resembles the particular ones used on the task. it's a sort of off-the-job coaching during which workers get training in an exceedingly realistic job setting however in a location totally different from the one in which they might be operating.

For example, a gaggle of lathes is also settled in an exceedingly coaching center wherever the trainees are taught in their use. the strategy is employed oft for coaching typists and bank tellers, among others. The word 'vestibule' suggests that entrance. therefore vestibule coaching serves to facilitate full-fledged entry into job. A primary advantage of vestibule coaching is that it removes the worker from the pressure of getting to provide whereas learning. Disturbance of production or supervisor throughout coaching is decreased . The disadvantages embody the additional investment on instrumentation and extra persons to be used as trainers.

13.10.11 Apprenticeship Training

It combines classroom instructions with on-the-job training. It is a method in which trainees at a novice stage called 'apprentices', work under the guidance of skilled, licensed instructor and receive lower pay than workers. The method is a combination of education and employment and is aimed at preparing workforce with certain levels of qualification to meet

the growing needs of the industry. The method develops special skills like mechanical, electronic, tailoring, etc.

Apprenticeship is traditionally used in skilled jobs, such as those of plumber, carpenter, machinist and printer. The extensive nature of the training assures quality outputs, though time consumed is long. Employees recruited from the apprenticeship program are expected to hit the ground running, implying that they would have to start performing with efficiency. But uniform duration of apprenticeship training does not permit slow learners to reach the levels of mastery like others.

13.10.12 Work Shadowing

This training method is chosen while preparing a second-line leader within the organization. The organization chooses a person to be the next hire for a particular position and expects him or her to take up the role of the leader and if the trainee or the candidate cannot go the concerned place of training the training program is given within.

The best way to be trained for a future executive position would be through direct participant observation of the crucial events that take place in the present incumbent's work life. The trainees are made to remain in the company of the role model whose work is to be learnt by the trainees.

Trainees learn the details of a job of high level, by physically being in the presence of the job-holder. Care needs to be taken to avoid situations wherein trainees are not warmly welcomed and are seen by supervisors in the department as obstacles to their routines.

13.10.13 Programmed Instruction (PI)

Programmed Instruction methodology provides instruction while not the face-to-face intervention of a coach. to confirm a successive approach to learning, directions are designed in such the way that every one future learning depends on acquisition and retention of previous learning. With this methodology, info is countermined into little parts referred to as 'frames'.

The learner reads every border sequence and responds to queries designed to verify learning and supports the answers given by the trainees and the trainees are given immediate feedback on response accuracy. If the learners have gotten all the answers right, they proceed to the subsequent frame. If not they repeat the frame. Primary options of this approach are

immediate reinforcement and therefore the ability of learners to proceed at their own pace. A programmed direction is also conferred with lots of instructions like checklist and can be found and incorporated in computers.

13.10.14 Large Scale Interactive Events

The method has a ton of distinctive benefits in comparison to different strategies. First, this technique stresses upon the sharing of experience by all the participants, in contrast to different strategies wherever the trainer provides most of the inputs and would possibly even look down upon trainees as those that are ignorant or unskilled within the topic being lined. LSIE is predicated on the assumption that each one the participants, by virtue of being in their job for a particular amount of your time, possess some extent of experience that require to be shared and combined therewith of others.

Second advantage is that this technique transcends the limitation of different strategies in terms of the quantity of individuals UN agency may well be trained per batch. the key advantage of this technique is that a bunch as giant as three hundred – four hundred members may well be trained at the same time while not losing the effectiveness of different coaching strategies.

The third advantage is that the use of cluster processes. whereas the trainer limits his role with a quick however exalting presentation to stimulate thinking of the participant, the strategies paves method for active involvement of all the participants UN agency are assigned varied roles like sub-group leader, recorder, summarizer, presenter etc.

A fourth advantage of the LSIE is that the cluster emphasizes on intensive on-site documentation of viewpoints expressed by folks. Finally, the strategy culminates within the entire giant cluster addressing to the common problems.

At this stage, priority is to be assail areas of intervention and a concept of action is drawn and accepted supported vote by members, thereby building commitment of all the participants to implement the given plans. a drawback of the strategy may well be that it needs lots of volunteers to help the proceedings.

13.10.15 Personal work

It is associate degree on-the-job approach within which a manager has the chance to show an worker, typically his immediate subordinate, on a matched basis. work helps self et al. gain

new views their intentions and behaviors, to grasp what's attainable and the way to access resource like motivation, commitment, passion, etc. as a coach, the supervisor gently confronts staff with their shortcomings and makes suggestions for corrective actions. The supervisor is additionally conscious of encouraging smart performance. work is taken into account to be one in all the foremost effective management development techniques. Constant steering makes the initiate learn quickly.

13.10.16 Mentoring

Mentoring is associate degree on-the-job approach to coaching within which the initiate is given a chance to find out on a matched basis from older members of the organisation. The mentor is sometimes associate degree older, toughened govt UN agency is a number, friend, friend and authority to a replacement member of the firm. The mentor is given the charge of protective and responsibility of serving to the new worker. the connection is also formally planned or it should develop informally.

For mentoring to be productive, the parties' interests should be compatible and that they must perceive every other's learning designs and personalities. If mentors type to a fault robust bonds with trainees, unwarranted favoritism would possibly result. A extremely booming mentor-protégé relationship would possibly produce feelings of jealousy among different colleagues UN agency aren't ready to show equally smart results out of the mentoring method.

13.10.17 Job Rotation

This technique of coaching involves the shifting of trainees from one job to a different therefore on widen their exposure and change them to get a general understanding of the totality of the organization. Besides serving to them to beat dissatisfaction, job rotation permits direct interaction with an oversized variety of people inside the organisation, thereby facilitating future operating relationships.

The method ought to be used at adequate gaps to allow the event of a powerful degree of experience within the initiate in associate degree assigned position. Care ought to be taken by the organisation to make sure that employment potency doesn't suffer once some trainees are rotate into new jobs wherever they might be taking time to find out and perform. There may well be some disadvantages of mistreatment the strategy of Job Rotation.

Trainees need to be ready to face contrastive sorts of operation and standards that fluctuate in keeping with superiors. Some trainees would possibly feel additional like visiting casual observers within the departments than being part of the work force, which might negate the aim of job rotation. staff UN agency are searching for more difficult assignments would possibly feel pissed off once asked to perform completely different forms of straightforward jobs at the identical level.

13.10.18 Computer-Based coaching (CBT)

CBT may be a technology-driven coaching technique that takes full advantage of the speed, memory and information manipulation capabilities of the pc for bigger flexibility of instruction. It involves the initiate sitting before of a laptop terminal instead of paying attention to a teacher. Learning is increased through displays combining automation, two-channel sound, full motion video and graphics. hyperbolic speed and small dependence on educator are the strengths of this technique.

Computer-Managed directions (CMI) may be a system that mechanically generates and scores tests, tracks trainees' performance and prescribes activities for college kids. An orderly, bit-by-bit manner is feasible by mistreatment this technique. As further benefits, CBT permits use of the program for any variety of times and allows for varied time for quick and slow learners.

But CBT technique cannot scale back the learner's anxiety and worry, which may be done solely by a trained educator. CBT is similar temperament for teaching facts however is a smaller amount helpful for teaching human skills or dynamical attitudes.

13.10.19 Behavior Modeling

This technique involves emulation of behavior from a reference cluster or a job model whose behavior is shown live before the trainees or by mistreatment videotapes or Compact discs (VCD). the strategy entails recording and manufacturing events or things with clear descriptions so as to hide bound subjects. The footage may well be viewed, reviewed and mentioned to reinforce learning quality. the benefits of mistreatment this technique are several. several events and discussions are often placed on one tape or CD.

It is a handy technique for tiny companies that can't afford dearer approaches. it's notably useful for first-line supervisors. observant a strong model within the audiovisual type may facilitate learn activities like mediating throughout conflict things, handling client complaints

and grievances. The challenges concerned in mistreatment the strategy embody the high level of one-time production prices within the initial stage. Moreover, projectors and different costly gadgets would be needed together with continuous power provide.

13.10.20 Office Technique

Internships involve putting young school and university students in temporary jobs within which they will earn whereas they learn. the scholars don't have any commitments towards any regular employment from the aspect of the leader or from the trainer. Such an appointment helps the freshman to own an exposure into a corporation and conjointly to grasp the person organization work. Students divide their attention between tutorial activities and sensible work assignments, that facilitate them to attribute the idea and practices.

However, care should be taken to forestall the entire method from obtaining reduced to the fulfillment of simply a tutorial demand instead of being treated as a stepping-stone towards an illustrious career.

13.10.21 Development Centres

This technique is meant supported the structure, designs and contents of assessment Centre's accustomed assess the potential of a private to fulfill the strain of a higher-level social control position. Multiple facilitators observe the members activity multiple tasks in keeping with multiple criteria, mistreatment multiple strategies. However, the distinction in development centers is that they focus their attention on serving to to boost the potential of the persons taking part within the sessions. This technique of coaching is found effective in building leadership, decision-making, goal setting and counsel skills in toughened trainees. associate degree investment in your employees' ability sets is an investment in your company. once everybody gets higher, everybody gets higher.

13.11 SUGGESTIONS FOR COACHING PROGRAMS

There are varied strategies and materials with the foremost effective coaching techniques obtainable to assist you prepare and equip staff to raised do their jobs. Indeed, with such a lot of decisions out there, it are often tough to see that strategies to use and once to use them.

And mistreatment many strategies for every coaching session may very well be the foremost effective thanks to facilitate staff learn and retain info is;

Classroom or Instructor-Led coaching is that the one in all the foremost well-liked effective training techniques for trainers. There are many varieties including:

- chalkboard or whiteboard. this could be the foremost “old-fashioned” technique, however it will still be effective, particularly if you invite trainees to put in writing on the board or kindle feedback that you just write the board.
- projector. This technique is progressively being replaced with PowerPoint displays, that are less manually strict, however overheads do permit you to put in writing on them and customise displays simply on the spot.
- Videos : Lectures are often jerky with videos that specify sections of the coaching topic or that gift case studies for discussion.
- PowerPoint presentation. Presentation computer code is employed to make custom-made cluster coaching sessions that are junction rectifier by a teacher. coaching materials are provided on CDROM and displayed on an oversized screen for any variety of trainees. staff can even use the programs severally, that permits for simple make-up sessions for workers UN agency miss the cluster session. This technique is one in all the foremost well-liked lecture strategies and may be combined with handouts and different interactive methods.
- Storytelling. Stories are often used as samples of right and wrong ways that to perform skills with the result of every method delineated . This technique is handiest with examination queries, such as:
 - o however will this story relate to training?
 - o however did the most character’s decisions cause you to feel?
 - o What assumptions did you create throughout the story? Were they correct?
 - o What would you have got done differently?

This technique makes communication easier since it's not danger with anybody right answer. it's value effective, particularly if trainers have their own stories to inform. Stories can even build sessions additional personal if they involve folks trainees recognize.

Advantages

- Instructor-led schoolroom coaching is associate degree economical technique for presenting an oversized body of fabric to large or little teams of staff.

- it's a private, face-to-face variety of coaching as against computer-based training and different strategies we'll discuss later.
- It ensures that everybody gets the identical info at the same time.
- T is cost-efficient, particularly once not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- typically it's not interactive.
- an excessive amount of of the success of the coaching depends on the effectiveness of the lecturer.
- programming schoolroom sessions for giant numbers of trainees are often difficult—especially once trainees are at multiple locations.

13.12SUMMARY

Although the terms training and development are often linked, these address slightly different needs. Training focuses on learning the necessary skills and acquiring the knowledge required to perform the job. It deals with the design and delivery of learning to improve organisation performance.

On the other hand, development focuses on the preparation needed for future jobs; it should be considered investment in the work force since its benefits are long term.

Effective training is very important for survival and growth of a business. Training is not just about developing people but helping them to become more confident and capable in their jobs as well as in their lives. The significance and value of training has long been recognized. The need for training is more prominent given today's business climate and the growth in technology which affects the economy and society at large. Employee is trained to assure that current or future needs of the organization are met.

13.13GLOSSARY



Agile	:	able to move quickly and easily
Cohesion	:	the action or fact of forming a united whole.

Conscientiously: in a way that is motivated by one's moral sense of right or wrong.

Dissemination : the act of spreading something especially information.

Incumbent : necessary for someone as a responsibility

13.14 ANSWERS TO CHECK YOUR PROGRESS



Q1. What is your training budget?

Training can be very expensive, yet after the training assessment is done you can create a 1-5 year training plan that will not stress your company, have an agreement ready between you and employees who you will be training, it happens a lot that after receiving the training some people will go look for better jobs elsewhere, the only way you can protect yourself is to have them sign a contract that in case they will leave (before a certain period) they will be ask to reimburse you the training fees.

Q2. How much time has been allocated for training within your organization?

Four months of training is allocated in any organization and one month subjective training and three months practical and observation training.

Q3. What training resources and materials do you have at your disposal?

Even with the many technological advances in the training industry, traditional formats remain viable and effective. As a former teacher, classroom and instructor led training is the most viable to my opinion.

Q4. Multiple choice Questions:

1. (d)
2. (c)
3. (a)

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13.16 SUGGESTED READINGS



It is a reading list of additional material available on the topic which may be of use for learners who want to expand their knowledge beyond the details provided.

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13.17 TERMINAL QUESTIONS



1. Define training and discuss the objectives of training in organizations.
2. What is the importance of training programmes in companies ?
3. Discuss shortly on the different aims of training programs.
4. Write shotes notes on
5. Vestibule training
6. Case studies
7. Management games
8. What is meant by on the Job training Programs. Explain with Examples.
9. Discuss the procedure and stages of training Process with advantages and disadvantages of application of the program.
10. Bring out the advantages of out-bound training Program.

11. Analyze the advantages and dis-advantages of different training methods in detail with examples?
12. What is meant by classroom training? How far it is successful in Indian organisations?
13. What are the improvements that are happening in the training field with respect to different professions? Take any 2 as examples and explain.

13.18 CASELET

Ayush²⁷, has recently been promoted to manager of sales personnel at a large car dealership company. Mary, a new salesperson and who is the only female salesperson, comes to his company late one afternoon with a complaint about something that really troubles her.

She says she has never seen Ram one of the most experienced and the best salesperson. She adds that she has not seen him at any of a series of off-site training seminars. These seminars are designed to help sales staff who needs to learn in detail the technical information about the mechanical advantages of the cars they sell. Ayush's perception and impression is that most salespeople think the training seminars are a joke, and rumor has it that a lot of salespeople regularly skip them.

Ayush's boss, however, regularly sends him memos regarding individuals who have not attended the training programs. The boss also stresses the importance of the training. Top management spends a lot of money on the training seminars, because they feel that such training will give the company a competitive edge. Mary is so new that she does not yet have an established sales record. Also, Ayush has heard through the grapevine that a lot of the salesmen are uncomfortable with Mary and wonder if a female can learn to sell cars. She seems eager, however, and obviously wants to follow the rules. She concludes by telling Ayush that she will check back with him tomorrow to see how he's handling the issue of the absent salesman.

Source: Author-Sue Margaret Norton, Assistant Professor of Business, University of Wisconsin-Parkside.

Answer All Questions:

1. What do you think the case is all about?
2. How can you change the attitude of Ayush?

3. How much responsibility does Ayush have towards the training program?
4. What is Ayush's responsibility towards Mary and what kind of role he needs to play with respect to other salespeople?

UNIT 14 FOLLOW-UP IN TRAINING

- 14.1 Introduction**
- 14.2 Objectives**
- 14.3 The Follow-Up Process**
- 14.4 Methods Of Follow-Up**
- 14.5 Timing And Frequency**
- 14.6 Utilizing Technology**
- 14.7 Evaluating Effectiveness**
- 14.8 Summary**
- 14.9 Glossary**
- 14.10 Answer To Check Your Progress**
- 14.11 Reference/ Bibliography**
- 14.12 Suggested Readings**
- 14.13 Terminal & Model Questions**

14.1 INTRODUCTION

Employee growth and corporate success require effective training programs. The genuine value of training goes beyond first learning. Knowledge retention, skill application, and continual progress depend on training follow-up. It connects academic knowledge to practical application, helping students overcome problems.

Follow-up serves several important goals for people and companies. The learning process is emphasized first. People may lose 70% of what they learned within days of training without reinforcement, according to research. To overcome this forgetting curve, follow-up allows students to return and reflect on essential concepts, improving retention. Follow-up helps participants clarify questions and cement learning, enabling them to implement their new abilities in real life.

Follow-up also identifies knowledge gaps. Due to different learning styles, experiences, and prior knowledge, even the best training programs may not work for everyone. Surveys, interviews, and informal talks can help trainers identify these shortcomings and intervene quickly. This personalised support promotes confidence and improves training efficacy.

Following up aims to promote skill use. Learning a new skill is different from applying it at work. Follow-up reminds and motivates participants to use their instruction. By scheduling regular check-ins or follow-ups, companies can make learners accountable for using their knowledge. This constant involvement encourages people to develop their abilities and seek new learning opportunities.

Feedback from follow-up is crucial for trainers and organizations. Organizations can improve training programs by assessing post-training efficacy and participant feedback. This data-driven strategy informs future training and shows a commitment to staff growth, increasing work satisfaction and retention.

Using technology in follow-up methods can boost their effectiveness and reach. Organizations can track participant progress with Learning Management Systems (LMS) that automate follow-up. Digital platforms enable employee communication and cooperation, creating communities of practice where information and skills are shared.

In conclusion, training follow-up is essential to the learning cycle. Follow-up tactics can boost training effectiveness by reinforcing learning, filling knowledge gaps, increasing skill application, and offering feedback. Prioritizing follow-up will maximize training ROI and drive organizational success as firms strive for excellence in employee development.

14.2 OBJECTIVES

After reading this unit you will be able to understand:

- The Follow-Up Process
- Methods Of Follow-Up
- Timing And Frequency
- Utilizing Technology
- Evaluating Effectiveness

14.3 THE FOLLOW-UP PROCESS

Follow-up serves several important goals for people and companies. The learning process is emphasized first. People may lose 70% of what they learned within days of training without reinforcement, according to research. To overcome this forgetting curve, follow-up allows students to return and reflect on essential concepts, improving retention. Follow-up helps participants clarify questions and cement learning, enabling them to implement their new abilities in real life.

Follow-up also identifies knowledge gaps. Due to different learning styles, experiences, and prior knowledge, even the best training programs may not work for everyone. Surveys, interviews, and informal talks can help trainers identify these shortcomings and intervene quickly. This personalised support promotes confidence and improves training efficacy.

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In conclusion, training follow-up is essential to the learning cycle. Follow-up tactics can boost training effectiveness by reinforcing learning, filling knowledge gaps, increasing skill application, and offering feedback. Prioritizing follow-up will maximize training ROI and drive organizational success as firms strive for excellence in employee development.

Training is essential for improving skills, knowledge, and performance. Training alone may not guarantee learning outcomes. This is where follow-up occurs. Training follow-up is a methodical technique to reinforce learning, apply skills, and evaluate training success. The importance and components of training follow-up will be examined in this comprehensive study.

Training Follow-Up Definition

Training follow-up involves actions and processes after a program. These activities evaluate knowledge retention, skill application, and training's impact on individual and organizational performance. Feedback, assessments, coaching, and training are all sorts of follow-up. Primary goal is to combine theoretical knowledge and practical application so participants may use what they learned to their daily work.

Key Follow-Up Components

1.Reinforcing training content is crucial to follow-up. According to research, learners forget a lot of what they learnt immediately after training. Refresher courses, exams, and group discussions help participants remember crucial concepts.

2.After training, participants are assessed for their ability to apply their knowledge and skills. This can be done with examinations, practical evaluations, or self-assessments. Trainers can suggest areas for improvement by assessing participants' understanding.

3.Feedback Mechanism: Follow-up gives trainers and participants feedback. After training, individuals can share their experiences, challenges, and triumphs. It helps trainers assess program efficacy and opportunities for improvement. Future training projects need feedback to improve content and delivery.

4. continuing Support: Follow-up requires continuing support. Participants may struggle to implement new skills in the job, but coaching, mentorship, and peer support can help. Participants receive ongoing support to overcome challenges and improve their skills.

5. Evaluation of Training Effectiveness: Follow-up helps organizations evaluate training programs. Organizations can assess if the training achieved its goals by examining performance data and participant comments. This evaluation is crucial for justifying training investments and finding improvement opportunities.

The Value of Training Follow-Up

1. Improving Knowledge Retention

One reason follow-up is important is to improve knowledge retention. Without reinforcement, people might forget 70% of what they learned in a week, according to research. Regular check-ins and refresher courses help boost retention. Organisations can keep information fresh by repeating essential concepts and letting participants practise.

2. Facilitating Skill Application

Training programs teach new skills, but without follow-up, they may not be used in the job. Follow-up lets participants practice and apply their learning. Participants gain confidence and competence by overcoming hurdles and using their new abilities in this application.

3. Finding Knowledge Gaps

Follow-up helps uncover post-training knowledge gaps. Some students may struggle to apply what they've studied. Trainers can identify areas that need further support or training by assessing and collecting feedback. Fixing these gaps gives everyone a chance.

4. Creating Accountability

Follow-up holds participants accountable. Knowing there will be follow-up activities or exams following training encourages genuine learning. Participants are accountable for actively participating in training and using what they learn in their roles.

5. Future Training Initiative Input

Results from follow-ups can inform future training. Organisations can identify training strengths and weaknesses by assessing current programmes. This data-driven strategy provides ongoing improvement and workforce-relevant training.

6. Promoting Continuous Learning

Including follow-up in training promotes continual learning in businesses. Employees are more inclined to pursue additional learning if they feel supported beyond first training. It encourages people to learn new skills, progress professionally, and take charge of their growth.

Conclusion

Training follow-up is crucial to maximizing training effectiveness. Follow-up reinforces learning, assesses knowledge and abilities, provides feedback, and provides continuous assistance to help participants apply their new skills. Follow-up also helps organizations assess training programs and plan future initiatives.

In a competitive business environment, training strategies must include follow-up. They can encourage continual learning, boost employee performance, and boost company success by doing so. Follow-up techniques improve individual development and organizational progress.

The Training Follow-Up Process: Stages

Training must be followed up to ensure practical application and sustainable change. There are three stages: pre-training, during-training, and post-training. Each stage sets expectations, supports, and evaluates results. Each stage will be examined in detail, including importance, activities, and best practices.

Following up on pre-training: Expectations and participant preparation

Understanding Pre-Training Follow-Up

Pre-training follow-up occurs before training. Its main goal is to prepare participants and set expectations for a successful training. This phase engages participants and ensures they grasp training goals, material, and methods.

1. Definition of Goals and Results

Objectives underpin any training program. Before training begins, goals must be set. SMART goals are specific, measurable, achievable, relevant, and time-bound. Clear goals assist trainees comprehend the training's purpose and expectations.

Example: A customer service training program may focus on communication, dispute resolution, and problem-solving.

2. Assessments before training

Assessing participants before training helps determine their skills and knowledge. Pre-training assessments include surveys, quizzes, and interviews. This data lets trainers adjust content to participants' needs and measures post-training development.

Implementation: A pre-training survey should ask about participants' prior experiences, subject knowledge, and areas for growth. The findings can guide training and highlight knowledge gaps.

3. Get acquainted

An orientation session before training improves participant readiness. This session should outline key training agenda, methods, and expectations. Familiarizing participants with the training space and resources reduces anxiety and improves learning.

Key Orientation Elements:

- Review training objectives and schedule.
- Introducing trainers and facilitators.
- Description of training methods (e.g., lectures, group work, hands-on practice).
- Consider logistics, including location, materials, and prerequisites.

4. Goal-setting for participants

Having participants create learning goals boosts ownership and motivation. Participants are more engaged in training when they state their goals. This activity can be used in orientation, where participants consider what they want from the course.

Example: A participant may set a goal to practice training skills to handle challenging customer interactions.

5. Preparation and Resource Provision

Preparation materials can improve training readiness. This could include training-related articles, videos, or other materials. Trainers can ensure everyone is on the same page when training begins by providing basic knowledge.

Practical Application: A reading list or pre-training video links might help attendees prepare for the session. Training conversations can be more meaningful with this preparation.

6. Making a Support Network

Having a support network before training helps improve learning. This network may include mentors, peers, and coaches who can support you. By building relationships early, trainees may feel more comfortable asking for help and working together.

Implementation: Trainers can help participants form small groups or buddy systems to discuss expectations and concerns before training.

7. Sharing the Follow-Up Process

Finally, the post-training follow-up must be communicated. Participants should know how their learning will be measured, what follow-up activities will occur, and what resources they will have. Clear follow-up communication promotes the expectation that learning will continue after training.

Example: Trainers can plan post-training assessments, check-ins, and resources. Transparency reinforces the organization's development commitment.

Training: Continuous Evaluation and Feedback

Understanding Continuous Assessment's Value

Training itself is the second follow-up step. Participants must be assessed and given feedback to ensure they understand and apply the material. To improve learning, this phase includes interactive learning, real-time evaluations, and constructive feedback.

1. Real-Time Feedback Systems

Real-time feedback during training reinforces learning. Formative assessments should be used by trainers to test students' comprehension. Quizzes, surveys, and informal chats can let participants reflect on their learning.

Practical Application: Audience response systems and smartphone apps allow trainers to get quick input from participants. A brief poll following a lecture can measure understanding and highlight areas that need more explanation.

2. Engaging Learning Activities

Interactive learning improves comprehension and retention. Group conversations, role-playing, simulations, and hands-on projects foster active learning. These strategies encourage peer learning and collaboration.

Example: client service training participants may role-play challenging client interactions. This actual application reinforces learning and confidence.

3. Promoting Discussions and Questions

Effective learning requires an open environment where participants can ask questions. Trainers should encourage and enable discussions to help participants clarify concepts, share experiences, and learn more.

Implementation: Trainers can arrange Q&A sessions after each module or topic to encourage participant feedback. This method improves comprehension and fosters learning communities.

4. Tracking Individual Progress

Training requires constant progress monitoring. Trainers should assess participants' participation and comprehension to identify individuals who need more help. Trainers can spot issues early and fix them with this proactive approach.

Practical Application: Trainers might check in with participants during breaks or group activities to assess understanding and provide guidance.

5. Learning from Others

Another way to improve training is to encourage peer learning. Participants learn from each other, share perspectives, and reinforce their understanding through group activities and collaborative projects.

Implementation: Trainers can lead group discussions or team-based exercises to solve case studies or accomplish tasks. This cooperative method improves learning and fellowship.

6. Continuous Assessment using Technology

Technology helps with continual training assessment. Participants can complete real-time quizzes, interactive modules, and assessments on LMSs or online platforms.

Example: An LMS lets educators build quizzes that participants take after each training session to assess their understanding and areas for growth.

7. Content Adjustment Based on Feedback

Continuous assessment requires adapting training content to participant response. Trainers should adapt to participants' needs and interests.

Implementation: Trainers might provide extra time or materials to help participants understand a topic.

Post-Training: Assessing Learning and Support

Knowing the Value of Post-Training Follow-Up

The follow-up procedure concludes with learning outcomes evaluation and assistance. The success of the training program, skill application, and continued improvement depend on post-training follow-up.

1. Assessments after training

Post-training assessments are essential for assessing training knowledge and abilities. These assessments can be examinations, practical evaluations, or self-assessments. Organizations can assess training program efficacy and participant performance by comparing pre- and post-training results.

Practical Application: A post-training quiz and practical evaluations can test participants' understanding and ability to apply new abilities in real-world situations.

2. Get Participant Feedback

To assess program effectiveness, participants must provide feedback on their training. Surveys, interviews, and focus groups can provide participants' training content, delivery, and relevant opinions.

Participants might be asked about their most useful skills, areas for improvement, and confidence in implementing them in post-training questionnaires. Feedback can inform future training.

3. Long-Term Follow-Up

A long-term follow-up plan is needed to support participants as they use their new abilities at work. Scheduled check-ins, mentoring, or refresher courses may be needed. Long-term follow-up ensures participants feel supported and have the resources they need.

Implementation: Organizations can meet with participants regularly to discuss progress and address issues. The continual support emphasizes constant learning.

4. Make Action Plans

Motivating participants to create action plans for using their training in their jobs promotes accountability. These plans should include steps, deadlines, and resources to attain goals.

Example: A participant may plan to introduce a new customer service method in a month and monitor its performance.

5. Opportunities for mentoring and coaching

Participants can benefit from mentors or coaches after training as they use their new abilities. Mentorship programs ensure participants grow and excel in their professions via continuing learning and professional development.

Implementation: Organizations can match participants with experienced mentors who can advise, discuss best practices, and provide feedback as they apply their learning in real-world situations.

6. Performance Impact Measurement

Training should be evaluated for its overall influence on performance and business outcomes. This may involve analyzing productivity, employee engagement, and business success KPIs. Organizations can assess training program performance by assessing ROI.

Practical Application: By comparing performance data before and after training, firms can assess how the training affected productivity and engagement.

7. Promoting Continuous Learning

Post-training follow-up promotes continual learning in businesses. Employees are more inclined to pursue additional learning if they feel supported beyond first training. It encourages people to learn new skills, progress professionally, and take charge of their growth.

Implementation: Offering continual training, fostering professional development, and acknowledging employees' skill development efforts promotes continuous learning.

The training follow-up procedure includes pre-, during-, and post-training. Each stage is critical to enhancing training efficacy and ensuring participants can use their learning in the workplace.

Organizations can reinforce learning, measure skills, and support participants by prioritizing follow-up activities. Follow-up improves individual development and organizational progress. A strong follow-up strategy promotes ongoing learning and long-term success..

14.4 METHODS OF FOLLOW-UP

Training must be followed up to ensure practical application and long-term improvement. Different ways can be used to collect input, evaluate progress, and assist development. Surveys and questionnaires, one-on-one meetings, group discussions, and performance assessments will be examined in this study. Each method has advantages, problems, and best practices, and collectively they provide a comprehensive training follow-up strategy.

1. Surveys and questionnaires: Training Effectiveness Feedback

Introduction to Surveys and Questionnaires

Surveys and questionnaires are common training program feedback tools. They let companies to collect quantitative and qualitative data from participants regarding their learning experiences, content relevancy, and training efficacy. Organisations can identify training strengths and weaknesses by systematically analysing this feedback.

Goal and Importance

Training program effectiveness is the main goal of surveys and questionnaires. They reveal participants' impressions, enjoyment, and skill use. Summary of this method's importance:

1.Data-driven Decision Making: Surveys assist businesses adjust training programs to participant needs by providing important data.

2.Survey feedback helps businesses detect training gaps and make modifications.

3.Measure Training Impact: Surveys can determine if training goals were fulfilled and how participants are using their new abilities at work.

Types of Surveys and Questionnaires

Different surveys and questionnaires can be used for follow-up:

1.Pre-Training Surveys: These assess participants' knowledge, skills, and expectations. This baseline data helps trainers customize curriculum for participants.

2.These surveys assess participants' satisfaction with the training, its applicability, and their confidence in applying what they learned.

3.Longitudinal surveys: These are undertaken one, three, or six months following the training to assess its long-term effects on performance and skills application.

Creating Effective Surveys and Questionnaires

Organizations should adopt these best practices to make surveys and questionnaires effective:

1. Survey objectives should be clear. What information is needed? This clarity will inform question design.
2. Balanced Question Types: Use multiple choice and Likert scales for quantitative data and open-ended questions for qualitative insights. Participants' experiences are fully understood with this method.
3. Keep it Short: Long surveys overwhelm participants. Be concise while covering all important points.
4. Test the Survey: Before distributing the survey, pilot test it with a small number of participants to find any confusing questions or technical concerns.
5. Ensure participants' responses are anonymous and confidential. This reassurance fosters open feedback.

Assessing Survey Results

Organized survey data analysis is needed after collection. The process includes:

1. Calculate percentages, averages, and trends for closed-ended questions. Find noteworthy data patterns using statistical methods.
2. Qualitative Analysis: Group open-ended replies by themes or topics. This approach reveals regular feedback that quantitative metrics may miss.
3. Survey data should be turned into useful information. Use participant feedback to identify improvements.

Issues and Limitations

Surveys and questionnaires are useful but difficult:

1. Response Bias: To satisfy trainers or management, participants may give praise, skewing results.
2. Low Response Rates: Surveys may be incomplete, resulting in a non-representative sample. Reminders and incentives boost response rates.
3. Limited Depth: Surveys may not capture individuals' complicated experiences. Qualitative methods like interviews and focus groups can enhance survey results.

Thus, surveys and questionnaires are vital for training effectiveness feedback. By creating meaningful and targeted surveys, companies can gather useful data for future training and

continual growth. Following up with surveys keeps training programs current and effective in meeting participants' requirements.

2. Individual Meetings: Progress and Challenge Check-Ins

One-on-One Meeting Introduction

Trainers, managers, and mentors can follow up with participants in one-on-one sessions. Progress, problems, and individualized help are discussed during these meetings. One-on-one conversations allow participants to openly express their experiences and receive personalized guidance, unlike surveys or group discussions.

Goal and Importance

One-on-one meetings are meant to build significant trainer-participant relationships. Summary of this method's importance:

1. **Personalized Support:** One-on-one meetings provide for customized feedback and coaching to address participants' needs and concerns.
2. **Building Relationships:** These meetings build trust and open communication between trainers and participants.
3. **Accountability:** Regular check-ins enable participants to own their learning journey and growth because they will discuss their experiences with someone.

Effective One-on-One Meeting Structure

For productive one-on-one meetings, organizations should adopt these best practices:

1. **Clear Goals:** Define the meeting's aim. Are you discussing progress, difficulties, or feedback? Clear goals will guide the discussion.
2. **Choose a discreet, comfortable place for frank communication.** Participants should feel comfortable voicing their concerns without judgment.
3. **Both the trainer and participant should have discussion points.** To facilitate discussion, trainers can examine past assessments, participant goals, and feedback.
4. **Encourage Open Communication:** Foster dialogue. Encourage people to discuss their struggles and accomplishments. These meetings need active listening.
5. **Follow Up on Action Items:** Summarize key points and set action items after each meeting. This ensures participants leave with specific development steps.

Role of Active Listening

Effective one-on-one meetings need active listening. Trainers should work on active listening:

1. Avoid distractions and focus on the participant. This shows respect and appreciation for their input.
2. Repeating and Clarifying: Paraphrase the participant's words to confirm understanding. Asking clarifying questions might also help understand their concerns.
3. Validate feelings: Recognize participant experiences. Validating their feelings promotes open communication and support.

One-on-One Meeting Benefits

The benefits of regular one-on-one sessions include:

1. Personalized attention boosts participant engagement and motivation. Their commitment to study and development is higher.
2. Targeted Feedback: Trainers can address specific issues participants face when using their new abilities.
3. Growth prospects: These discussions cover professional goals and growth prospects, matching individual goals with organizational goals.

Issues and Limitations

One-on-one meetings have advantages and drawbacks:

1. Time constraints can make one-on-one encounters difficult, especially in larger firms where trainers support several participants.
2. Individual Variability: Participants may be more or less comfortable addressing issues, affecting openness.
3. One-on-one meetings depend on the trainer's facilitation and feedback skills.

Thus, one-on-one interactions provide tailored support and establish genuine ties between trainers and participants for training follow-up. Organizations may improve involvement, accountability, and learning by arranging meetings and adopting active listening. One-on-one check-ins promote continual progress and help participants advance professionally.

3. Discussing Experiences and Insights in Groups

Group Discussion Intro

Group talks are a collaborative follow-up that fosters shared learning. Participants share experiences, thoughts, and best practices using this strategy, generating a strong collective knowledge base. Group talks, whether in workshops, roundtables, or informal meetings, strengthen learning and community.

Goal and Importance

Group discussions aim to foster teamwork and information sharing. Summary of this method's importance:

1. Peer Learning: Participants can share their experiences to acquire new views and insights on the course topic.
2. Building Community: Group conversations create a supportive network that fosters continuous engagement.
3. Encourage Reflection: Discussions allow participants to reflect on their learning and apply it to their duties.

Effective Group Discussion Structure

For productive group discussions, businesses should follow these best practices:

1. Define the discussion's objectives. What will be covered and what should be accomplished? Clear goals will guide the discussion.
2. Choose a Format: Decide on a workshop, roundtable, or seminar for the discussion. The format should match goals and participant interests.
3. Make Ground Rules: Set conversation rules to establish a courteous and inclusive environment. Encourage people to listen, respect differences, and keep secrets.
4. Facilitate Well: A good facilitator guides the discussion, keeps participants involved, and makes sure everyone is heard. The facilitator must manage group dynamics and encourage quieter people to participate.
5. Facilitate Experience expressing: Make people feel comfortable expressing their struggles and triumphs. This exchange helps the discussion and provides helpful advice.

Active facilitation

Effective group conversation requires active facilitation. Facilitators must:

1. Encourage Participation: Ask quieter people to speak up so everyone can contribute.
2. Regularly summarize the discussion's major themes to keep it focused and help participants connect their insights.
3. Manage Conflicts: Be ready to resolve arguments during the debate. A good facilitator can resolve conflicts and keep the conversation going.

Group Discussion Benefits

Benefits of group discussions:

1. Collective information Building: Sharing information and experiences enriches discussions and training comprehension.
2. Strengthened Relationships: Discussions establish participant relationships and support beyond training.
3. Collaboration can lead to unique solutions and approaches to common difficulties faced by participants in their roles.

Issues and Limitations

Group conversations have benefits and drawbacks:

1. Some Participants Dominate: In groups, some people may dominate the conversation, limiting others' contributions. Facilitators must monitor this dynamic.
2. Different levels of comfort when sharing experiences can lead to uneven discussion participation.
3. Time constraints: Group conversations take time, and finding a time for everyone can be difficult.

Thus, group discussions are an effective training follow-up tool that helps participants share their experiences and insights. Organized discussions and skilled facilitation can create a collaborative learning environment that improves information retention and application. Regular group conversations build community and enhance professional development.

4. Performance Assessments: Practical Assessments or Projects Measure Skills

Introducing Performance Evaluations

Performance assessments examine participants' ability to apply training skills and information in real-world situations. Performance exams require participants to demonstrate their competencies through real-world work or projects, unlike theoretical assessments. This method reveals training effectiveness and participants' preparedness to apply their learning.

Goal and Importance

Performance assessments focus on real-world skill application. Summary of this method's importance:

1. Organizations can measure participants' ability to apply their learning to their jobs via performance assessments.
2. By observing participants' performance, trainers can discover skill gaps that may need further development or help.
3. Encouraging Accountability: Performance assessments require participants to demonstrate their skills in real-world circumstances.

Performance Assessment Types

Organizations can use numerous performance assessments:

1. Practical Demonstrations: Participants must execute activities or demonstrate skills in a controlled environment. Client support workers may role-play tough client interactions.
2. Project-based assessments: Students solve real-world problems or generate deliverables using their learning. This strategy fosters creativity and critical thinking.
3. Peer Evaluations: Participants evaluate each other using predefined criteria. Collaboration and varied skill application views are encouraged by this strategy.

Designing Effective Performance Evaluations

For effective performance appraisals, businesses should follow these best practices:

1. Performance assessments should directly match with training objectives. Participants should be tested on training program skills and knowledge.

2. Clear Evaluation Criteria: Define performance objectives. This clarity helps participants grasp requirements and assessment.

3. Provide Clear Instructions: Explain the tasks or projects participants must complete and any guidelines or resources they have.

4. Support and Resources: Give participants reference materials, tools, and trainer support to succeed in assessments.

Performance Assessment Evaluation

After participants complete their exams, organizations should evaluate their performance using the criteria. The process includes:

1. Objective Scoring: Assess participants' performance using rubrics or scoring guides. This method promotes impartiality and uniformity in assessments.

2. Give participants constructive criticism on their strengths and weaknesses. This feedback is essential for understanding performance and planning next moves.

3. Identification of Training Needs: Examine assessment data for participation trends or skill gaps. This analysis can guide training and resource allocation.

Performance Evaluation Benefits

The benefits of performance assessments are:

1. Showcase Competence: Participants can demonstrate their skills in practice, boosting their confidence and ability to apply what they've learned.

2. Real-Time Feedback: Performance assessments allow participants to alter their techniques and improve their skills immediately.

3. Enhanced Engagement: Practical assessments encourage participants to take their training seriously by instilling a sense of ownership and commitment in the learning process.

Issues and Limitations

Performance appraisals are useful but difficult:

1. Resource-intensive: Performance evaluations involve time, materials, and staff.

2. Performance evaluation might be subjective if precise criteria are not set. Fair assessments require objectivity.

3. Performance exams can cause worry and pressure, which can affect performance. Providing support can reduce this issue.

Performance assessments are essential for training follow-up, testing participants' practical skills. Organizations can review training programs and encourage participants' progress by using effective assessments and constructive feedback. Regular performance assessments encourage responsibility and workplace skill application from training.

The training process relies on follow-up tools like surveys, questionnaires, one-on-one sessions, group discussions, and performance assessments. Organizations may establish a complete follow-up strategy that gathers input, assesses progress, and supports participants by combining these strategies.

These strategies improve training efficacy and promote continual growth and development in businesses. Through follow-up tactics, organizations may ensure that their training programs have a lasting impact and help workers and the company flourish.

14.5 TIMING AND FREQUENCY

Maximum learning efficacy requires training follow-up. The timing and frequency of these follow-ups help participants apply what they've learned and improve their skills. This study examines immediate, long-term, and balanced follow-up timing and frequency. Each section will explore these aspects' importance, tactics, obstacles, and best practices.

1. Quick follow-ups after training to gain new insights

Introduction to Instant Follow-Up

Quick actions after the training session are called immediate follow-up. This stage is critical because participants' thoughts, feelings, and learning are fresh. This rapid feedback might reveal the training's efficacy and opportunities for development.

Goal and Importance

Immediate follow-up is meant to gather feedback while participants' experiences are fresh. Summary of this method's importance:

1. **Catching Fresh Insights:** Recent training experience leads to more thorough and accurate feedback from participants. Immediacy helps organizations identify strengths and weaknesses.

2. **Addressing Concerns Promptly:** Immediate follow-up helps trainers discover and address participant concerns during training. This quick response can minimize misconceptions and improve learning.

3. Reinforcing Learning: Immediate follow-up reinforces training principles. Trainers can reinforce key lessons and encourage participants to use their new abilities.

Instant Follow-Up Methods

There are various successful immediate follow-up methods:

Distributing surveys immediately after training helps participants to provide comments on content, delivery, and relevance. These surveys might include quantitative and qualitative questions to get a complete picture of training.

2. Quick Feedback Forms: Feedback forms, like surveys, can be brief and targeted to training topics. Forms can be completed on-site or sent electronically after the session.

Conducting a brief Q&A session at the end of the training might allow participants to express their initial views and queries. This engagement can clarify and improve knowledge.

4. Follow-Up Emails: Thanking participants for attending and inviting them to contribute ideas can increase engagement. This email can also reinforce training ideas.

Top Immediate Follow-Up Tips

Organisations should use these recommended practises for immediate follow-up:

Conduct follow-ups 24 to 48 hours following training to gather valuable feedback while the experience is still fresh.

2. Concise surveys and feedback forms to boost participation. Shorter tests engage participants more.

3. Ask specific questions about training content and delivery to gain actionable insights. This targeted strategy helps organizations improve regions.

4. Express Appreciation: Thank participants for their feedback and input. This acknowledgement promotes open conversation and future participation.

Issues and Limitations

Immediate follow-up has benefits but challenges:

1. Survey Fatigue: When too many follow-up requests are made, participants may feel overwhelmed. Organizations should make follow-up manageable.

2. Limited Depth: Immediate feedback may not fully capture participants' experiences, since some may need time to assimilate training information before sharing insights.

3. Response Bias: Participants may give excessive favorable feedback following training to please trainers or bosses, skewing results.

In order to get new insights and reinforce learning, businesses must follow up immediately after training. Organizations can obtain useful input to improve future training programs and the learning experience by using effective methodologies and best practices.

2. Long-Term Follow-Up: Weeks or Months of Support and Assessment

Introducing Long-Term Follow-Up

Long-term follow-up involves continued support and assessment weeks or months following training. This step ensures that participants implement their learning and receive the resources they need to improve.

Goal and Importance

Participant support and assessment are the main goals of long-term follow-up. Summary of this method's importance:

1. **Sustained Learning:** Long-term follow-up reinforces learning and promotes real-world application. This continual participation can improve text comprehension.
2. **Monitoring development:** Organizations can track participants' development over time, recognizing accomplishments and areas for support.
3. **Building Accountability:** Follow-up promotes participant accountability. Knowing there will be check-ins increases learning and development ownership.

Long-term follow-up strategies

Organizations can use various effective long-term follow-up strategies:

1. **Regular Check-Ins:** Meet or call participants to discuss progress and handle difficulties. Check-ins can be monthly or quarterly, depending on training topic and participant needs.
2. **Online Learning Communities:** Establish online venues for users to connect, share experiences, ask questions, and offer support. This community approach promotes learning and collaboration.
3. **Coaching and Mentorship:** Assign participants to mentors or coaches for help and support in applying new skills. This individualized approach can help people overcome obstacles and stay motivated.
4. **Performance Metrics:** Establish KPIs to track skill use over time. Review these indicators with participants regularly to assess progress and adjust support.

Step 5: Follow-up surveys To assess the training's long-term effects and participants' skill use, conduct follow-up surveys at one, three, and six months.

Long-term follow-up best practices

For effective long-term follow-up, companies should adopt these best practices:

1. **Communicate Clear Expectations:** Inform participants of the necessity of continued follow-up and their involvement expectations. Participants understand their job with this clarity.
2. **Establish a Supportive Environment:** Encourage participants to seek aid and share their experiences. This support promotes openness and engagement.
3. **Be Flexible:** Understand participants' diverse schedules and obligations. Flexible check-ins and support can boost participation.
4. **Celebrate Milestones:** Recognize and honor participants' achievements throughout their learning journey. This recognition motivates and strengthens their growth commitment.

Issues and Limitations

Long-term follow-up is necessary but difficult:

Providing continuing support can be resource-intensive, requiring time and manpower. Organizations should plan for long-term support.

2. **Maintaining long-term participant engagement** can be tough, especially if individuals have competing objectives or insufficient drive.
3. **Diverse Needs:** Supporting participants with varying needs and learning speeds can be challenging. Personalizing follow-up methods is essential.

The training process requires long-term follow-up to support and appraise participants. Organizations can help participants apply their learning and improve their abilities by using effective techniques and best practices. This leads to improved success and performance in their roles.

3. **Finding the Right Cadence to Avoid Overwhelming Participants Providing Enough Support**

Introduction to Frequency Balancing

The problem in balancing frequency is finding the proper training follow-up tempo. Organizations must balance support with avoidance of overwhelming participants with follow-up. This balance is essential for engagement and follow-up success.

Goal and Importance

Balancing frequency optimizes follow-up timing and intensity. Summary of this approach's importance:

1. **Maximizing Engagement:** Effective follow-up frequency maintains participant engagement without tiredness or frustration. Too much follow-up can disconnect, while too little can miss support chances.

2. **Improving Learning Retention:** Regular follow-up increases information retention over time. Balanced frequency ensures follow-up at learning and skill-application-friendly intervals.

3. **Supporting Skill Application:** Timing follow-up enables organizations to support participants when they need it most, such as when applying new skills in real-world settings.

Frequency-balancing Strategies

Organizations can use numerous methods to balance follow-up frequency:

1. **Segmented Follow-Up Plans:** Segment follow-up programs by training type and participant needs. Initial follow-ups may be more regular after training, but later ones may be spaced out.

2. **Gather participant opinion on preferred follow-up timing and frequency.** This feedback might help organizations modify follow-up strategies to participants' requirements.

3. **Utilize Technology:** Automate and streamline follow-up processes. Learning management systems (LMS) can send automated reminders and check-ins to keep learners engaged without overloading them.

4. **Evaluate and change:** Evaluate follow-up effectiveness and change frequency as appropriate. Measurements of participant involvement and feedback might help optimize support.

Best Frequency Balancing Practices

The following best practices can help firms balance follow-up frequency:

1. **Establish a Follow-Up Calendar:** Schedule particular activities and their time. This systematic strategy provides well-planned and spaced follow-ups.

2. **Communicate Clearly:** Explain follow-up activities' objective and timing to participants. Transparency sets expectations and boosts engagement.

3. **Be Responsive:** Listen to participants and change follow-up frequency based on their feedback and development. Effective help requires flexibility.

4. **involvement Levels:** Regularly evaluate participant involvement and adapt follow-up measures if engagement declines. This proactive strategy keeps interest and motivation.

Issues and Limitations

Balance frequency can be difficult:

1. **Participant Variation:** Different preferences and demands for follow-up frequency make it difficult to identify a universal solution.

Limitations in resources might make it challenging for organizations to do frequent follow-ups without overloading staff or participants.

3. Priorities: Organizations must be flexible in accommodating participants' availability for follow-up activities due to competing priorities.

The time and frequency of follow-up activities must be balanced to maximize training efficacy. Organizations can support participants without overwhelming them by balancing follow-up frequency and following best practices. This careful approach boosts engagement, learning retention, and skill application.

Therefore, training follow-up timing and frequency are crucial to learning efficacy. Long-term follow-up supports and assesses, while immediate follow-up captures new insights and reinforces learning. Companies can engage participants without overloading them by balancing frequency. Organizations can improve training program impact by carefully applying these follow-up tactics, resulting in sustained skill application and professional development for participants.



Check Your Progress-A

1. What are Key Performance Indicators (KPIs)?

- A) Methods for evaluating participant satisfaction
- B) Measurable metrics to assess the effectiveness of training follow-up
- C) A list of objectives for a training program
- D) A process for collecting feedback

2. Which of the following is a type of KPI used in training follow-up?

- A) Knowledge retention
- B) Training schedule
- C) Attendance rate
- D) Satisfaction surveys

3. What does the acronym SMART stand for in relation to KPIs?

- A) Specific, Measurable, Achievable, Relevant, Time-bound
- B) Simple, Measurable, Accurate, Responsive, Time-efficient
- C) Specific, Memorable, Attainable, Realistic, Trackable
- D) Strategic, Motivational, Active, Responsive, Time-sensitive

4. Which of the following is NOT a type of KPI for measuring training follow-up effectiveness?

- A) Knowledge retention
- B) Adoption rates

- C) Employee attrition
- D) Return on Investment (ROI)

5. Why are feedback loops important in training follow-up?

- A) They eliminate the need for KPIs
- B) They allow organizations to continuously improve training programs
- C) They reduce the cost of training programs
- D) They guarantee participant satisfaction

6. Which of the following is a common feedback method used in training follow-up?

- A) Offering bonuses for attendance
- B) Conducting anonymous surveys
- C) Increasing the number of training sessions
- D) Cutting down follow-up activities

7. At what stages should feedback be collected for training follow-up?

- A) Only before the training starts
- B) Immediately after the training and at regular intervals thereafter
- C) Once the training program ends
- D) When participants request it

8. What is the purpose of peer mentoring in a follow-up strategy?

- A) To increase the difficulty level of the training program
- B) To provide ongoing support and guidance after the training
- C) To reduce the cost of external trainers
- D) To collect anonymous feedback

9. What was the main objective of the follow-up strategy implemented by the manufacturing company in the case study?

- A) To improve customer service skills
- B) To enhance compliance with safety protocols
- C) To develop new training content
- D) To increase participation rates

10. Which of the following is a primary benefit of establishing a feedback loop in training follow-up?

- A) Eliminating the need for assessments
- B) Promoting continuous improvement
- C) Increasing the length of the training program
- D) Reducing the number of participants

14.6 UTILIZING TECHNOLOGY

Technology improves training and development in modern learning environments. Technology simplifies follow-up and enhances learning. This study examines Learning Management Systems (LMS), webinars and online modules, and social media and collaborative platforms for training follow-up. Each part will discuss the importance, methods, benefits, problems, and best practices of various technological advances.

1. LMS: Automating Follow-Up and Tracking Progress with Technology

Learning Management Systems primer

LMS software delivers, tracks, and manages training and educational programs. They centralise training content, progress tracking, and assessment management. LMS automates follow-up activities, making it easier for companies to provide participants with support and resources following training.

Goal and Importance

In follow-up training, an LMS streamlines participant engagement and performance tracking. Summary of LMS importance:

1. **Centralized Data Management:** LMS centralizes training data, making participant progress and performance easy to track. Centralization improves data accuracy and accessibility.
2. **Follow-Up Automation:** LMS can automate reminders, surveys, and assessments, relieving training coordinators of administrative tasks. Using automation ensures timely communication without frequent manual involvement.
3. **Tracking and Reporting:** LMSs let enterprises track participant engagement, completion rates, and performance metrics. These findings help improve training and influence future efforts.
4. **From LMS data,** businesses can design tailored learning paths for participants depending on their progress and performance. Tailored approaches boost engagement and efficiency.

Effective LMS Features

Companies using an LMS for follow-up training should consider various factors:

1. **Trainers and participants** can effortlessly manage the system with a user-friendly interface. User experience and engagement improve with intuitive design.
2. **Mobile Compatibility:** Mobile LMSs allow participants to access training materials and follow-up resources from anywhere, encouraging flexibility and convenience.
3. **Integration Capabilities:** LMSs should work with HR and performance management applications. Integration simplifies data administration and boosts efficiency.
4. **Assessment and Feedback Tools:** An LMS should allow firms to evaluate participant performance and gain training effectiveness insights.

5. Analytics and Reporting: Strong analytics and reporting allow organizations to track participant engagement and performance. Informed decision-making requires these insights.

LMS Implementation Strategies

Organizations should use these ways to implement an LMS for follow-up training:

1. Needs Assessment: Assess the organization's training needs and goals. This evaluation will guide LMS selection.
2. Before full implementation, pilot test the LMS with a limited number of users. Before launch, companies can gather input and make improvements during testing.
3. User Training: Give trainers and participants thorough LMS training. Navigation, accessing resources, completing tests, and reporting should be covered in this training.
4. Regular Updates and Maintenance: Update the LMS to add features and fix bugs. This continual support is essential for peak performance.
5. Input Mechanism: Collect user input on the LMS experience. Continuous feedback helps companies improve and satisfy customers.

LMS Follow-Up Benefits

An LMS for follow-up training has these benefits:

1. Interactive features like quizzes and discussion boards boost participant engagement and learning in LMS.
2. Facilitated Communication: Automated notifications and reminders keep participants informed about follow-up activities and resources.
3. Tracking helps organizations hold people accountable for their learning and success, promoting responsibility.
4. Based on LMS analytics, organizations can make data-driven decisions on training efficacy and future initiatives.

Issues and Limitations

LMS has several benefits, however businesses may struggle to deploy it:

1. Technology adoption may be difficult for employees who are used to traditional training methods. Effective change management is needed to overcome this resistance.
2. Technical Issues: Integration and user faults may occur during LMS setup. Adequate support and training can reduce these issues.
3. LMS implementation and maintenance can be costly. Organizations should assess advantages and costs to determine investment feasibility.

Therefore, Learning Management Systems (LMS) can automate follow-up and track training success. An effective LMS may boost engagement, streamline communication, and provide training effectiveness insights. LMS can enhance follow-up training and participant development with appropriate planning and implementation.

2. Webinars and Online Modules: Refresher Courses or Additional Resources

Introduction to Online Modules and Webinars

Webinars and online modules are new ways to deliver training information and follow-up resources. Live or recorded webinars allow for interactive learning, while online modules are self-paced courses participants can access at their convenience. Organizations can reinforce learning and give continuous assistance using both techniques.

Goal and Importance

Webinars and online modules for follow-up training are meant to provide additional resources and skill reinforcement. Summarizing these methods' importance:

- 1.Participants can attend webinars and online courses from anywhere with internet access, offering flexibility in learning. Remote or distributed teams need this accessibility.
- 2.Ongoing Engagement: Refresher courses and resources keep participants engaged following training. Continuous learning improves skill retention and application.
- 3.Scalability: Webinars and online modules can accommodate many participants, making them cost-effective for different training needs.
- 4.Multiple Learning Formats: Video presentations, interactive quizzes, and discussions accommodate diverse learning styles and improve the learning experience.

Webinar and Online Module Types

Organizations can use many webinars and online modules for follow-up training:

- 1.Refreshers Webinars: Recap important concepts and skills from initial training in live or recorded webinars. These sessions can reinforce lessons and answer queries.
- 2.Expert-Led Sessions: Invite industry experts to lead webinars on advanced training topics or new trends. Expert wisdom can enhance participants' knowledge.
- 3.Create self-paced online modules to let participants learn more about training subjects at their own leisure. These modules may contain multimedia, evaluations, and interactivity.
- 4.Online discussion forums or Q&A sessions allow participants to discuss difficulties and best practices with trainers and colleagues.

Webinar and Online Module Best Practices

Organizations should adopt these recommended practices to make webinars and online follow-up courses effective:

1. **Clear Learning Objectives:** Set webinar or online module learning objectives. Participants should comprehend how their new training links to their past training.
2. **Create compelling and dynamic content** to grab participants' attention. Videos, images, and interactive quizzes boost engagement.
3. **After webinars or online modules, provide participants important takeaways, supplementary resources, and recording links.** This communication boosts learning and engagement.
4. **Feedback Mechanism:** Ask participants on webinar and online module effectiveness. This feedback can enhance future products.

Webinar and Online Module Benefits

Follow-up training via webinars and online courses has many benefits:

1. **Online modules and webinars are cheaper** than in-person training due to travel and lodging costs.
2. **Time savings:** Participants can access content at their convenience, unlike traditional training techniques that require scheduling and travel.
3. **Continuous Learning:** These strategies encourage continuous learning by offering continuing skill and knowledge growth.
4. **Webinars encourage networking and knowledge exchange, building community and collaboration.**

Issues and Limitations

Webinars and online modules have many benefits, but businesses may struggle to utilize them.

1. **Technical Issues:** Webinars may have connectivity or software issues. Provide technical support and clear instructions to reduce these issues.
2. **Webinar participant engagement is difficult, especially in virtual situations.** Interactive components and polling keep participants engaged.
3. **Content Overload:** Online resources can overload participants. Organizations should curate material to avoid information overload and prioritize quality over quantity.

Webinars and online modules are useful refresher courses and follow-up training materials. These digital platforms improve training flexibility, engagement, and scalability. With careful preparation and implementation, webinars and online modules can boost participants' skill development and application.

3. Social Media and Collaboration Tools: Building Online Communities for Support and Interaction

Introducing Social Media and Collaboration Tools

Social networking and collaboration tools enable training program participants to engage and help each other. Slack, Microsoft Teams, and social media groups allow participants to connect, share, and get help outside of training. These technologies foster community and learning.

Goal and Importance

Social media and collaborative technologies in follow-up training are meant to encourage participant connection and support. Summary of these tools' importance:

1. **Building Community:** Social media and collaborative technologies encourage people to interact and share experiences. Community-building boosts motivation.

2. **Participants can chat, ask questions, and exchange insights with peers and trainers in real time.** This rapid engagement promotes collaborative learning.

3. **Knowledge Sharing:** These tools help people share resources, best practices, and lessons. Shared knowledge improves learning and problem-solving.

4. **Social networking and collaborative platforms allow individuals to seek peer support and encouragement.** This encouraging setting boosts confidence and motivation.

Effective Social Media and Collaboration Tools Features

Companies choosing social media and collaboration platforms for follow-up training should consider many factors:

1. **User-friendly Interface:** A user-friendly interface stimulates participation and simplifies platform navigation.

2. **Integration with Other solutions:** Effective collaboration solutions should work seamlessly with other company systems and applications to boost efficiency.

3. **Mobile Accessibility:** Mobile tools enable platform use from anywhere, boosting flexibility and convenience.

4. **Moderation and Support:** Organizations should use moderation to guarantee respectful and fruitful debates. Technical help also improves user experience.

Social Media and Collaboration Tool Implementation Strategies

Organizations should use these tactics to adopt social media and collaboration platforms for follow-up training:

1. **Establish explicit Guidelines:** Give participants explicit platform rules, including courteous communication and resource sharing.

2. Encourage Participation: Invite individuals to express ideas, ask questions, and participate in discussions. Rewards and recognition can boost involvement.

3. Organise regular debates or Q&A sessions on relevant themes to promote interaction and knowledge sharing. Trainers or industry professionals might lead these seminars.

4. Monitor Engagement: Track platform engagement regularly. Get participant input to evaluate the tool and make improvements.

Social Media and Collaboration Tools Benefits

Social media and collaboration platforms for follow-up training have many benefits:

1. Increased Collaboration: These tools encourage teamwork and idea and resource sharing.

2. Continuous Learning: By encouraging continuing debates and knowledge exchange, companies promote continuous learning beyond formal training.

3. Social media and collaboration technologies create a dynamic and interactive learning environment, increasing participant engagement.

4. Networking: Participants can meet colleagues, industry experts, and training to advance their careers.

Issues and Limitations

Social media and collaboration platforms have many benefits, yet businesses may struggle to integrate them:

1. Information Overload: Social media users may feel overwhelmed by information. Encourage targeted talks and discourage excessive sharing in organizations.

2. Distractions: Social media can reduce productivity. Guidelines from organizations should assist participants focus on important discussions.

3. Moderator Challenges: Maintaining a respectful and effective social media environment is difficult. Organizations should use moderation to resolve conflicts.

Thus, social media and collaboration tools can build online communities for follow-up training and interaction. These platforms can boost engagement, knowledge sharing, and continual learning in organisations. Social media and collaboration tools can enhance training and help participants grow if implemented and managed properly.

Thus, follow-up training must use technology to improve learning and provide continuous assistance. LMSs, webinars, online modules, and social media and collaboration platforms each offer distinct engagement options. Organisations can improve follow-up, ongoing learning, and participant skills and performance by carefully incorporating these technologies into training programmes. Companies can use technology to build a dynamic and effective follow-up training environment with proper planning, implementation, and evaluation.

14.7 EVALUATING EFFECTIVENESS

Training follow-up must be evaluated to meet objectives and ensure participants apply their learning in real life. This involves developing KPIs, creating feedback loops for continuous improvement, and analysing case studies of organisations that have effectively used follow-up methods. This detailed examination emphasizes the relevance of evaluation in training program optimization.

1. Key Performance Indicators: Finding Follow-Up Success Metrics

Initial Training Follow-Up KPIs

KPIs show how well an organization is meeting its goals. KPIs assist firms evaluate training projects, track progress, and identify areas for improvement in training follow-up. KPIs are needed to evaluate follow-up efforts and ensure that training meets organizational goals.

KPI importance

The importance of KPIs in training follow-up is:

1. **Objective Measurement:** KPIs offer measurements for evaluating training and follow-up effectiveness. This objectivity helps firms avoid prejudices and make data-driven decisions.
2. **Goal Alignment:** KPIs align follow-up efforts with training program and organizational goals. This alignment measures whether training is achieving goals.
3. **KPIs ensure responsibility for trainers and participants by defining clear performance and engagement requirements.** Accountability promotes organizational responsibility.
4. **Informed Decision-Making:** Regular KPI reviews enable data-driven decisions on training efforts, resource allocation, and improvement areas.

Training Follow-Up KPI Types

Organisations can assess training follow-up using KPIs. These KPIs fall under numerous categories:

1. Engagement Metrics:

The completion rate refers to the percentage of participants who complete follow-up activities like surveys or training modules.

Participation Rates: Number of participants in follow-up meetings, webinars, or discussions.

2. **Learning Outcomes:**
 - o **Knowledge Retention:** Assessed using quizzes or assessments to measure participant retention of training content.

Skills application refers to how well participants apply their training to their jobs, as measured by performance reviews or observations.

3. Behavioral Changes:

On-the-Job Performance: Metrics indicating job performance improvements due to training, such as greater productivity or reduced errors.

The adoption rate is the rate at which participants adopt new practices or processes from the training.

4. Impact on Business Goals:

To determine the financial return on training investments, compare the costs of training to the financial advantages received (e.g., greater sales or reduced costs).

- **Employee Satisfaction:** Surveys or assessments of participant satisfaction with training and follow-up processes can effect retention and engagement. - **Setting Effective KPIs**

The following methods can help firms develop effective training follow-up KPIs:

1. **Define Clear Objectives:** Specify training program goals and success criteria. Identifying meaningful KPIs starts with this definition.

2. **Involve Stakeholders:** Involve trainers, participants, and corporate leaders in KPI-setting. These inputs guarantee KPIs reflect all stakeholders' needs and priorities.

3. **Create SMART KPIs:** Make KPIs SMART. Indicators for evaluation are clear and actionable using this paradigm.

4. **Regular Review and Adjust:** Schedule regular KPI reviews and relevance assessments. Adjusting KPIs ensures they meet changing company goals and training demands.

Thus, KPIs are vital for assessing training follow-up efficacy. Organizations may evaluate progress, hold people accountable, and make informed improvements by setting KPIs. KPIs make training activities more effective and meaningful to organizational goals.

2. Feedback Loops: Continuous Improvement Processes Based on Follow-Up Data

Feedback Loops: An Introduction

Feedback loops let firms learn from training follow-ups and improve continuously. Feedback loops help businesses keep training relevant, effective, and aligned with participant and organizational needs.

The Value of Feedback Loops

The importance of feedback loops in training follow-up is:

1. **Continuous Improvement:** Feedback loops enable training program evaluation and refinement. Training remains successful and satisfies participants' changing requirements through ongoing development.

Organizations can show value to participants by actively seeking feedback (2. Participant Engagement). Participants feel ownership and commitment through this interaction.

Organizations can use feedback loops to inform training content, delivery methods, and follow-up strategies. This data-driven strategy improves training effectiveness.

4. **Alignment with Organizational Goals:** Regular feedback maintains training program alignment with organizational goals. Feedback-driven changes help companies adapt to shifting business needs.

Creating Effective Feedback Loops

The following actions can help businesses create effective training follow-up feedback loops:

Step 1: Establish Feedback Objectives Define feedback goals. Determine what information is needed to assess training and follow-up effectiveness.

2. **Choose Appropriate Feedback Methods:** Select feedback techniques that match objectives and participant preferences. Interviews, focus groups, surveys, and informal check-ins are common feedback approaches.

3. **Feedback Collection Timing:** Determine best timing for feedback collection. To get insights at various phases, feedback should be collected immediately after training, during follow-up activities, and at regular intervals.

4. **Ensure anonymity and secrecy** to encourage honest feedback from participants. This assurance promotes honesty and good insights.

5. **Analyze Feedback Data:** Perform systematic analysis of feedback. Find patterns, themes, and improvement opportunities. This analysis supports informed decision-making.

6. **Share Findings and Actions:** Inform stakeholders of feedback analysis results and actions. Transparency promotes participant feedback and future participation.

7. **Implement Changes:** Adjust training material, delivery methods, and follow-up processes based on feedback. Continuous feedback-based modifications show improvement commitment.



Check Your Progress- B

11. How did the financial services firm improve its compliance training?

- A) By increasing training sessions
- B) By introducing quarterly assessments and online modules

- C) By reducing the training duration
- D) By eliminating follow-up processes

12. What is the significance of establishing KPIs in training follow-up?

- A) To create more complex training programs
- B) To measure the success and impact of training efforts
- C) To reduce the amount of feedback required
- D) To increase training costs

13. Which type of KPI would best measure improvements in job performance following training?

- A) Completion rates
- B) On-the-job performance metrics
- C) ROI metrics
- D) Knowledge retention quizzes

14. In which case study did the organization improve customer satisfaction by using webinars and peer mentoring?

- A) Financial services firm
- B) Retail company
- C) Manufacturing company
- D) Healthcare organization

15. What is the role of feedback surveys in a training follow-up strategy?

- A) To increase the length of the training
- B) To gather participant insights on training effectiveness
- C) To replace the need for KPIs
- D) To reduce the time spent on training

16. Why did the manufacturing company implement a recognition program as part of its follow-up strategy?

- A) To reduce feedback from participants
- B) To acknowledge employees adhering to safety protocols
- C) To increase training session durations
- D) To reduce overall training costs

17. What can feedback loops help organizations align with?

- A) Training attendance goals
- B) Organizational objectives
- C) Training content delivery methods
- D) Employee job descriptions

18. Which of the following KPIs focuses on the rate at which participants adopt new practices introduced during training?

- A) Learning retention
- B) Adoption rates
- C) Completion rates
- D) Engagement metrics

19. In the context of training follow-up, which of the following best defines "Return on Investment (ROI)"?

- A) Measuring employee satisfaction
- B) Calculating the financial return from training investments
- C) Measuring the number of participants who completed the training
- D) Calculating knowledge retention rates

20. What outcome did the retail company experience by implementing its follow-up strategy?

- A) Decreased customer satisfaction
- B) Increased customer satisfaction and reduced employee turnover
- C) Increased employee turnover
- D) Reduced engagement in customer service training

14.8 SUMMARY

Key Performance Indicators (KPIs)

- **Definition:** KPIs are measurable metrics that help organizations assess the effectiveness of their follow-up efforts.
- **Types of KPIs:** These include engagement metrics (e.g., participation rates), learning outcomes (e.g., skill application), behavioral changes (e.g., on-the-job performance), and the impact on business goals (e.g., ROI).
- **Importance:** KPIs provide objective data, promote accountability, align follow-up efforts with organizational goals, and enable informed decision-making.
- **Best Practices:** Organizations should set SMART KPIs (Specific, Measurable, Achievable, Relevant, and Time-bound) and regularly review and adjust them based on evolving needs.

Feedback Loops

- **Definition:** Feedback loops are systematic processes that allow organizations to gather participant insights and use this information to continuously improve their training follow-up programs.

- **Importance:** They promote continuous improvement, foster participant engagement, support data-driven decisions, and ensure alignment with organizational goals.
- **Steps to Establish Feedback Loops:** These include defining feedback objectives, selecting appropriate methods (surveys, interviews, etc.), analyzing data, communicating findings, and implementing changes.
- **Case Studies:** Real-world examples demonstrated how effective feedback loops lead to improved training outcomes, including higher engagement and better on-the-job performance.



14.9 GLOSSARY

1. **Key Performance Indicators (KPIs):** KPIs are measurable metrics that help organizations assess the effectiveness of their follow-up efforts.



14.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. B
2. A
3. A
4. C
5. B
6. B
7. B
8. B
9. B
10. B

Check Your Progress –B

11. B
12. B
13. B
14. B
15. B
16. B
17. B
18. B
19. B
20. B



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14.12 SUGGESTED READINGS

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14.13 TERMINAL QUESTIONS

1. Explain the concept of Key Performance Indicators (KPIs) in the context of training follow-up. Why are KPIs important, and how do they contribute to evaluating training effectiveness?
2. Describe the role of feedback loops in training follow-up. How do feedback loops contribute to continuous improvement in training programs?
3. Discuss the importance of setting SMART KPIs in the training follow-up process. How can organizations benefit from this approach?
4. Provide a detailed analysis of a case study where a retail company improved customer service training through follow-up strategies. What were the key elements of their strategy, and what were the outcomes?

UNIT- 15 TECHNOLOGY IN TRAINING

15.1 Introduction

15.2 Objectives

15.3 Types Of Training Technologies

15.4 Benefits Of Using Technology In Training

15.5 Challenges In Implementing Technology

15.6 Best Practices For Integrating Technology Into Training

15.7 Summary

15.8 Glossary

15.9 Answer To Check Your Progress

15.10 Reference/ Bibliography

15.11 Suggested Readings

15.12 Terminal & Model Questions

15.1 INTRODUCTION

Technology in training programs is essential to corporate success in today's fast-paced, ever-changing workplace. Effective training solutions that accommodate varied learning styles and geographic dispersions are more important than ever for firms to stay competitive. Technology in training improves learning and helps improve employee performance, engagement, and retention.

Technology has enabled new training methods that were previously unthinkable. E-learning platforms allow individuals to learn at their own pace and schedule, revolutionizing how companies teach. These platforms offer video courses, interactive quizzes, and discussion boards, creating an immersive learning environment that encourages cooperation and knowledge exchange.

For efficient training program management, Learning Management Systems (LMS) are required. An LMS centralizes training materials, employee progress, and learning outcomes. Streamlining administrative tasks lets firms focus on improving training content and delivery. LMS data can also assist firms personalize training to specific needs by revealing employee performance.

Mobile learning apps are another training technology advancement. Smartphones and tablets allow employees to access training materials anytime, anywhere. This convenience encourages continual learning and just-in-time training, allowing employees to swiftly learn new skills. Mobile learning can help firms develop a more agile workforce that can respond to shifting demands.

Technology in training has many benefits, but obstacles persist. New technology adoption can be difficult for employees and trainers. To overcome this resistance, businesses must give appropriate assistance and training to make users comfortable with new tools. Organizations must invest in reliable systems and support services to ensure technology-driven training programs are effective due to technical challenges and poor infrastructure.

Making training available to all staff is another difficulty. The digital gap might hinder those without dependable internet or advanced technology. Organisations must consider these gaps and establish inclusive training programmes for a varied workforce.

The future of training technology appears bright in the digital age. Machine learning, augmented reality, and virtual reality can improve training by providing individualized and immersive learning experiences. These technologies can create safe, realistic situations for employees to practice skills, improving knowledge retention and application.

Thus, integrating technology into training changes how firms develop employees. Companies can use technology to build dynamic and engaging training programs that improve learning outcomes and support organizational goals. As training evolves, firms must embrace technology to promote continual learning and flexibility in a competitive world.

15.2 OBJECTIVES

After reading this unit you will be able to understand:

- Types Of Training Technologies
- Benefits Of Using Technology In Training
- Challenges In Implementing Technology
- Best Practices For Integrating Technology Into Training

15.3 TYPES OF TRAINING TECHNOLOGIES

E-learning platforms

Introduction to E-Learning Platforms

E-learning platforms revolutionize education and training. They enable flexible, interactive online learning. Corporate and educational institutions need these platforms to provide effective training solutions for varied learning demands.

Historical Setting

E-learning originated with 1960s and 1970s computer-based training (CBT). Training began with PC-based standalone software. Learning Management Systems (LMS) allowed enterprises to produce, organize, and deliver training content online in the 1990s as the internet

became more widespread. Modern e-learning systems use multimedia, interaction, and adaptive learning technologies thanks to this evolution.

Key E-Learning Platform Features

1. **Friendly Interface:** E-learning platforms have easy-to-use interfaces. This simplicity improves user experience, helping learners find and engage with content.
2. **Variety:** These platforms support videos, quizzes, articles, and interactive simulations. Variety fits learning styles and engages students.
3. **Integrated assessment tools** let students test their knowledge with quizzes and assignments. Instant feedback helps students understand their performance and development areas.
4. **metrics and Reporting:** E-learning platforms generally offer metrics on learner engagement and performance. This data can help teachers and organizations customize training programs.
5. **Social Learning Features:** Many platforms offer discussion forums and peer review systems to encourage collaboration and knowledge sharing.
6. **Due to the growing use of smartphones and tablets,** many e-learning systems are mobile-friendly, allowing learners to access training materials on the go.

E-Learning Platform Benefits

1. **Accessibility and Flexibility:** E-learning platforms accommodate differing schedules and learning speeds by providing training materials anytime, anyplace.
2. **E-learning is cheaper than traditional training** because it eliminates the need for classrooms and printed materials.
3. **Scalability:** Training programs can readily handle huge numbers of learners without additional costs.
4. **Personalized Learning Experiences:** Many platforms use adaptive learning technology to personalize material, enhancing engagement and retention.
5. **Quizzes and gamification** boost learner engagement, making training more fun and effective.
6. **E-learning platforms offer a variety of courses and resources** that learners can take at their own speed, supporting lifelong learning.

E-Learning Platform Challenges

1. **technologies Barriers:** E-learning efficacy might vary since not all learners have access to the necessary technologies.
2. **Student drive:** Some students who flourish in structured classrooms struggle with self-discipline and drive in e-learning.

3.Content Quality: E-learning platforms depend on content quality. Poorly designed courses can disengage and hinder learning.

4.Low Face-to-Face connection: Lack of face-to-face connection hinders relationship-building and collaborative learning.

5.Online assessments may be less reliable than traditional approaches due to academic integrity and learning outcome measurement issues.

Popular E-Learning Platforms

1.Coursera: Working with institutions and organizations, Coursera delivers professional certificates and degrees.

2.Udemy: A marketplace for instructor-created courses, Udemy offers programming and personal development courses.

3.LinkedIn Learning: This professional development platform offers business, technology, and creative courses inspired by industry trends.

4.The charity Khan Academy offers free educational tools for K-12 students in many topics.

5.Skillshare: A creative learning platform including design, photography, and writing classes.

Future E-Learning Trends

1.AI: Personalizing learning experiences and automating administrative activities would improve e-learning platforms' productivity.

2.Microlearning: Short, concentrated learning modules are becoming more popular as busy people want to learn in small chunks.

3.VR and AR: These immersive technologies are being integrated into e-learning to give realistic simulations and greater engagement, especially in healthcare and engineering.

4.Gamification: Game-like aspects in training programs increase engagement and motivation.

5.Social Learning: Collaborative tools and social networks will make peer-to-peer learning more participatory and communal.

Thus, E-learning platforms have transformed training, making it more accessible and engaging for students globally. Technology allows firms to offer flexible, personalized, and effective training solutions for their varied workforce. While obstacles remain, e-learning technology promises to improve the learning experience, keeping it crucial to education and professional growth.

Online Classrooms

Virtual Classrooms: An Introduction

Virtual classrooms enable real-time instructor-student interactions regardless of location, revolutionizing education and training. Virtual classrooms use technology to provide a dynamic, adaptable learning environment that combines online and traditional classrooms. This chapter covers virtual classroom evolution, features, benefits, problems, and future trends.

Historical Setting

Virtual classrooms evolved with distance education. Although correspondence classes have existed for centuries, late 20th-century technological advances made online learning more dynamic and interesting. Virtual classrooms emerged in the 1990s and early 2000s because of the internet, multimedia, and software. We now have sophisticated virtual classrooms because institutions experimented with synchronous and asynchronous learning approaches.

Key Virtual Classroom Features

1. **Real-Time Interaction:** Virtual classrooms allow students and teachers to engage in real time. Video conferencing, chat, and discussion boards make learning interactive.
2. **Multimedia Integration:** Virtual classrooms support video, slideshows, and interactive simulations. Diversity in material delivery improves learning and engagement.
3. **Collaboration Tools:** Many virtual classrooms provide breakout rooms, whiteboards, and shared documents. These elements promote teamwork and peer learning like in-person courses.
4. **Accessibility:** Virtual classrooms can be accessed from anywhere with an internet connection, making education more accessible to those with logistical or geographical limitations.
5. **Recording:** Most virtual classroom platforms let students record sessions to review later. This function is helpful for people who missed a live session or need to revisit complex subject.
6. **Assessment and Feedback:** Virtual classrooms often have built-in polls, quizzes, and assignments to test student understanding in real time.

Virtual Classroom Benefits

1. **Flexible and Convenient:** Virtual classrooms allow students to attend sessions from home or anywhere. Busy professionals and students with various obligations benefit from this convenience.
2. **Virtual classrooms save corporations and schools money on training by eliminating the need for physical space, travel, and printed materials.**
3. **Global Reach:** Virtual classes attract students from around the world. A global viewpoint promotes learning through varied perspectives and backgrounds.
4. **Instant Feedback:** Instructors can provide real-time feedback throughout sessions to clarify topics and improve learning.

5. Customization: Many virtual classroom platforms let teachers customize their sessions to meet students' needs, making learning more customized.

6. Increased Engagement: Virtual classrooms encourage active participation, making them more interesting and collaborative than lectures.

Virtual Classroom Challenges

1. Technology Barriers: Not all students have the technology needed for virtual courses. Internet and device access can affect learning.

2. Maintaining virtual learner engagement is difficult. Teachers must utilize numerous methods to keep students engaged and motivated.

3. Limited Non-Verbal Cues: Virtual teachers may miss student understanding or perplexity cues. Communication and feedback may be hampered.

4. Home and other non-traditional learners may confront distractions that influence their focus and engagement during sessions.

5. Virtual classroom assessments can be difficult. Assessing academic integrity and practical competence may need creative solutions.

6. Technology Dependence: Technical failures can disrupt virtual classes, frustrating instructors and students.

Popular virtual classroom platforms

1. Zoom is a popular virtual classroom application for video conferencing, screen sharing, breakout rooms, and recording due to its ease of use and robust functionality.

2. Microsoft Teams: Integrated with Office 365, Microsoft Teams offers video conferencing, chat, file sharing, and application integration for a complete virtual classroom experience.

3. Google Meet, part of Google Workspace, is a user-friendly video conferencing tool for educational institutions and companies.

4. Webex: This educational software provides virtual classrooms with collaboration, breakout sessions, and interactive polls.

5. Adobe Connect and its configurable virtual environments let educators create immersive learning sessions with multimedia content and interactive elements.

Future Virtual Classroom Trends

1. Increased Use of Artificial Intelligence: From automating administrative work to personalizing learning based on learner data, AI will improve virtual classrooms.

2. Blended Learning Models: The future of education may combine virtual and in-person learning to offer flexible options for varied learners.

3. Gamification: Game-like aspects in virtual classrooms can motivate and engage students, making learning more fun.

4. Augmented and Virtual Reality: AR and VR technologies in virtual classrooms can generate immersive learning experiences, especially in subjects that benefit from hands-on training and simulations.

5. Advances in technology will lead to more advanced collaboration tools that encourage peer learning and interaction, improving the virtual classroom experience.

6. In virtual learning environments, educators and institutions are increasingly realizing the value of student well-being. Future trends may include mental health and socialization techniques for students.

Thus, virtual classrooms have revolutionized education and training by providing flexible, interactive, and accessible learning. Virtual classrooms are the future of education despite their challenges. Virtual classrooms will undoubtedly become more advanced as technology advances, offering richer learning experiences that meet the different demands of learners globally.

Learning Management Systems

Learning Management Systems primer

LMSs are essential for delivering, tracking, and managing training programs and courses in modern education and training. A complete LMS framework helps corporations, educational institutions, and training providers produce, distribute, and evaluate training content. This chapter covers LMS evolution, essential features, benefits, problems, deployment tactics, and future trends.

Historical Setting

Learning Management Systems began with late 20th-century e-learning and computer-based training. Organizations initially delivered training using standalone software. However, fast internet technology growth in the 1990s led to increasingly complex systems that could manage and track learner progress across courses.

LMSs were initially created for educational institutions to organize courses and engage students. As corporations realized LMS's potential for training and development, they added reporting, analytics, and compliance management. LMSs serve K-12, higher education, corporate, and government users today.

Learning Management System Essentials

1. Course Management: LMS administrators develop, organize, and manage courses using course management. Prerequisites, study routes, and enrollment are included.

2.Content delivery: LMSs support papers, videos, quizzes, and interactive multimedia. This flexibility lets instructors create compelling and unique learning experiences.

3.Assessment & Evaluation: Built-in assessment tools let instructors design quizzes, examinations, and assignments to evaluate student progress. These tests can be automatically assessed for instant feedback.

4.A fundamental benefit of an LMS is its capacity to measure and report learner progress and performance. Detailed reports on course completion rates, evaluation scores, and student engagement can help administrators evaluate training efficacy.

5.User Management: LMSs let administrators assign roles, manage user profiles, and control resource access.

6.Integration: Many LMSs link with HR systems, CRM tools, and third-party content suppliers. Interoperability improves LMS functionality.

7.Mobile Accessibility: With the rise of smartphones and tablets, many LMSs offer mobile-friendly interfaces or applications so learners may access training content anywhere.

8.Modern LMSs include discussion forums, peer assessments, and collaborative projects to build a sense of community among learners.

9.Customization and Branding: LMSs can be customized to match business branding, creating a consistent learning experience.

Learning Management System Benefits

1.Centralized Learning Environment: An LMS centralizes training and educational resources, simplifying learning for instructors and students.

2.Cost-Effectiveness: LMSs reduce training costs by eliminating physical materials, classroom space, and travel.

3.Improved Learning Experience: LMSs' numerous material distribution options and interactive features motivate and retain students.

4.Scalability: LMSs may readily expand training programs to meet a growing workforce without adding costs.

5.Data-driven Insights: LMS analytics and reporting can inform training plans and decision-making.

6.Personalized Learning Paths: Many LMSs allow learners to create personalized learning paths based on their needs and goals, making learning more personalized.

7.LMSs automate tracking and reporting needs for compliance training in regulated businesses, ensuring staff fulfill standards.

8. Continuous Learning Opportunities: LMSs enable continual training and development, promoting professional growth and learning.

Learning Management System Challenges

1. Complexity: LMS deployment requires careful planning, resources, and change management to succeed.

2. User Resistance: Some employees may resist new technology or learning habits, requiring good communication and support.

3. Content Quality: An LMS's success depends on its content. Disengagement and poor learning results can result from poorly designed courses.

4. Technical Issues: Software flaws and network issues can disrupt instruction and frustrate teachers and students.

5. Data Security and Privacy: LMSs must comply with data protection laws and protect sensitive learner data.

6. LMSs need regular maintenance and updates to work well. Companies must devote resources for ongoing support and troubleshooting.

Learning Management System Implementation

1. demands Assessment: Before choosing an LMS, organizations should examine their training goals, learner demographics, and content demands.

2. Vendor Selection: Organizations should compare LMS vendors based on functionality, scalability, support, and pricing. Requesting demos and user comments can yield insights.

3. After choosing an LMS, firms can personalize it to meet their branding and training goals. Unique course structures, visual designs, and user interfaces are possible.

4. Content Development: Companies must invest in interesting, relevant, and learning objective-aligned training content. This may need working with subject matter experts and instructional designers.

5. User Training: Organizations should train professors and students on LMS use to encourage uptake.

6. Launch and Communication: A well-planned launch strategy and clear communication about LMS features and resources can boost excitement and involvement.

7. Ongoing Evaluation and Improvement: After implementation, organisations should assess their LMS's performance and make improvements based on user input and performance data.

Learning Management System Trends

1. **AI and Machine Learning:** LMSs with AI and machine learning will offer more tailored learning, automatic content recommendations, and improved data analytics.
2. **Microlearning:** LMSs will support bite-sized, easily digestible microlearning modules, which will continue to increase.
3. **Gamification:** Making learning more fun and rewarding with gamification in LMSs can boost learner engagement and motivation.
4. **Integration with Emerging Technologies:** LMSs will use VR and AR to provide immersive learning experiences as they gain popularity.
5. **Focus on Soft Skills Development:** LMSs are offering more communication, teamwork, and emotional intelligence training packages as companies realize the value of soft skills.
6. **Global Learning Communities:** Online communities and social learning will continue to influence LMS design, encouraging global cooperation and peer interaction.

Learning Management Systems are essential in modern education because they enable firms to provide, manage, and evaluate training programs. LMSs assist employee development and corporate success due to their cost-effectiveness, scalability, and data-driven insights. LMSs will adapt to learners' and organizations' changing demands as technology advances, keeping them at the forefront of education and training.

Learning apps for mobile

Introducing Mobile Learning Apps

M-learning, or mobile learning apps, have changed education and training. As smartphones and tablets have become ubiquitous, they may deliver instructional content and training programs in a flexible, accessible, and engaging way. Learning anytime and anywhere with mobile apps makes education more convenient and flexible. Mobile learning apps' evolution, essential features, benefits, obstacles, best practices for implementation, and future trends are covered in this chapter.

Historical Setting

Mobile learning began with text messaging and basic mobile apps to deliver instructional content. The big change came in the early 2000s with cellphones and mobile apps. Mobile developers started using multimedia, interactivity, and connectivity to create new learning apps as mobile devices improved.

The fast spread of mobile devices and global internet connectivity have increased mobile learning application adoption. Mobile apps for education and training increased as educational institutions and companies realized m-learning could supplement traditional learning techniques and improve learner engagement.

Key Mobile Learning App Features

1. Accessibility is a major benefit of mobile learning apps. Education on the go is possible with mobile access to instructional content.
2. Navigation is easy with mobile learning apps' straightforward interfaces. For learner engagement and low entrance barriers, ease of use is crucial.
3. Mobile apps support movies, audio, interactive quizzes, and infographics. This multimedia method accommodates diverse learning styles and improves learning.
4. Users can download content from several mobile learning apps to learn offline. This feature benefits users in low-connectivity locations.
5. Push Notifications: Mobile apps can notify users of forthcoming courses, deadlines, and fresh information to keep them motivated.
6. Gamification: Mobile learning apps with game-like aspects can motivate and engage users. Rewards, leaderboards, and challenges make learning fun and competitive.
7. Social Learning Features: Mobile learning apps with social networking features let students cooperate, exchange knowledge, and assist each other.
8. Assessment and Feedback: Mobile apps commonly feature quizzes, exams, and feedback to help students evaluate their progress and knowledge.
9. Integration: Mobile learning apps can link with other LMSs and educational platforms for a smooth learning experience.

Mobile Learning App Benefits

1. Flexibility and Convenience: Mobile learning apps let students study at their own speed and time. Busy workers and students benefit from this convenience.
2. Increased Engagement: Mobile learning apps' interactive and multimedia features might motivate students more than traditional approaches.
3. Mobile learning is cost-effective for corporations and schools since it reduces travel, material, and classroom space expenditures.
4. Increased Retention: Flexible content access lets students review materials as needed, improving retention and understanding.
5. Global Reach: Mobile learning apps help enterprises reach more people across geographical boundaries and include diverse learners.
6. Mobile learning apps offer a wide choice of courses and materials that users can utilize throughout their lives.
7. Data-Driven Insights: Many mobile learning apps include analytics and reporting to measure learner progress, engagement, and performance, driving future training methods.

8. Personalization: Mobile learning apps can recommend material based on users' past interactions and performance.

Mobile Learning App Challenges

1. Technical Issues: Software flaws, compatibility issues, and connectivity concerns can frustrate users and impair learning.

2. Device Limitations: Mobile learning apps may not work well for learners without the latest devices or enough memory/storage.

3. Mobile learning apps' success depends on content quality. Disengagement and poor learning results can result from poorly designed courses.

4. User Distraction: App notifications might distract learners on mobile devices.

5. Security and Privacy: Mobile learning apps must comply with data protection laws and protect sensitive learner data.

6. Resistance to Change: Users may oppose new technology or learning methods, requiring appropriate communication and assistance during mobile learning.

Mobile Learning App Implementation Best Practices

1. Before choosing or creating a mobile learning app, organizations should examine their training goals, target audience, and content demands.

2. User-Centered Design: Mobile learning apps should have intuitive navigation, clear directions, and compelling content.

3. Quality information Development: Mobile learning apps need high-quality, relevant information. Collaboration with subject matter experts and instructional designers improves content.

4. Pilot Testing: Organizations should test the mobile learning app with a limited sample of users before launching to obtain input and make modifications.

5. Successful adoption requires instructor and learner training and support. Tutorials, FAQs, and support channels are examples.

6. User Engagement: Organizations should encourage mobile learning application use through incentives, gamification, and community-building.

7. Regular Updates and Maintenance: Mobile learning apps should be updated to address errors, add features, and refresh information for a good user experience.

8. Monitoring and Evaluation: Organizations should employ analytics and user input to evaluate and enhance mobile learning apps.

Future Mobile Learning App Trends

1. **AI and Machine Learning:** Mobile learning apps using AI and machine learning will offer more personalized learning, adaptive material, and improved data analytics.
2. **AR and VR:** As AR and VR technologies become more available, mobile learning apps will combine immersive experiences that offer hands-on learning in numerous subjects.
3. **Mobile learning apps will offer more communication, teamwork, and emotional intelligence training as workplace soft skills demand rises.**
4. **Microlearning:** Mobile learning apps will expand the usage of microlearning, brief, concentrated learning modules that are easy to assimilate.
5. **Integration with Social Media:** Mobile learning apps will likely interface more with social media platforms to enable collaborative learning and knowledge sharing.
6. **Global Learning Communities:** Online communities will shape mobile learning apps, encouraging global cooperation and peer interaction.

Thus, mobile learning apps are transforming education and training by providing flexible, engaging, and accessible learning experiences that meet learners' different demands. Mobile learning will become increasingly vital for continuous learning and professional growth as technology advances. Mobile learning apps are essential to the future of education and training, notwithstanding their drawbacks.

Training with Simulation and VR

Introducing Simulation and VR Tools

Simulation and VR tools have transformed training in healthcare, aviation, military, education, and corporate training. These immersive learning technologies let users experience realistic circumstances in a controlled environment. This chapter discusses simulation and VR tool evolution, features, benefits, problems, implementation tactics, and training trends.

Historical Setting

Early simulation and VR systems were developed for military training in the 1960s. Computing power, graphics rendering, and sensor technology have improved dramatically. Introduction of personal computers and later, advanced game consoles made simulation and VR tools more accessible.

Mobile technology and the internet propelled simulation and VR training in the late 20th and early 21st centuries. Immersive experiences improved learning outcomes, thus industries invested heavily in these technologies for education and training.

Key Simulation and VR Tool Features

1. **Immersive surroundings:** Simulation and VR tools recreate real-world events in highly immersive surroundings, allowing learners to experience hazardous, expensive, or unpleasant situations.

2. **Interactivity:** Users can choose and act in the virtual environment to alter the simulation. Interactivity boosts engagement and active learning.
3. **Realistic Feedback:** Simulation technologies give users quick feedback on their activities, helping them comprehend their choices and improve their skills.
4. **Scalability:** Many simulation and VR programs can train large groups at once, which is useful in business and educational contexts.
5. **Customization:** These technologies allow organizations to construct customized training situations that fit their goals and industry standards.
6. **Data Tracking and Analytics:** Advanced simulation and VR solutions can track user performance and provide precise analytics to help teachers evaluate learner progress and improve.
7. **Virtual reality** may involve sight, sound, and touch, making learning more engaging and effective.

Advantages of Simulation and VR

1. **Immersive experiences** allow learners to practice skills in realistic contexts, improving information memory and application.
2. **Safe Learning Environment:** Simulation and VR tools allow students to practice skills without risking real-world consequences, which is especially useful in high-stakes industries like healthcare and aviation.
3. **Realistic Skill Development:** These tools give students hands-on practice in a controlled environment, unlike traditional training approaches.
4. **Interactive and immersive simulation and VR tools** increase learner engagement, making training sessions more pleasurable and motivating.
5. **Cost Efficiency:** Simulation and VR technologies can be expensive, but reduced training time, increased safety, and improved performance can offset these expenses.
6. **Simulation and VR tools** allow visual, auditory, and kinesthetic learners to interact with knowledge in their preferred manner.
7. **Global Accessibility:** As VR technology advances, learners from around the world may access training resources, removing geographical obstacles and creating a more diversified learning environment.

Simulator and VR Tool Challenges

1. **High Initial Costs:** Simulation and VR technologies demand significant technology, software, and content investment, which may deter certain organisations.

2. **Technical Issues:** Organizations without technical competence may struggle to run simulation and VR products without strong IT infrastructure and assistance.
3. **User Resistance:** Effective change management tactics are needed to get learners to use new technology.
4. **Content Development:** Subject matter experts and instructional designers must collaborate to create high-quality, relevant, and engaging simulation and VR content.
5. **Limited Realism:** Simulation and VR tools aim to reproduce real-world circumstances, yet they may not provide the entire sensory experience, limiting their efficacy.
6. **Physical and Emotional Reactions:** VR users, especially those prone to motion sickness or anxiety in immersive situations, may feel disoriented or uncomfortable.

Simulation and VR Tool Implementation Strategies

1. **requirements Assessment:** To determine training goals, target audiences, and simulation and VR outcomes, a complete requirements assessment is necessary.
2. **Choosing the Right Technology:** Organizations should evaluate simulation and VR systems based on features, usability, scalability, and training goals.
3. **information Development:** Subject matter experts and instructional designers must collaborate to provide high-quality, relevant information for learners.
4. **Pilot Testing:** Before full implementation, businesses should test a small sample of users to gain input, identify difficulties, and make adjustments.
5. **teacher and Learner Training:** Successful simulation and VR tool adoption and use require comprehensive teacher and learner training and support.
6. **Monitoring and Evaluation:** Organizations should track simulation and VR tool performance to drive training methods and improvements.
7. **Organizations should actively market simulation and VR technologies' benefits and encourage learners to use them through incentives and support to increase adoption.**

Simulation and VR Tool Trends

1. **AI integration into simulation and VR tools will provide more adaptable and personalized learning experiences, adapting information and feedback to individual learners.**
2. **Augmented Reality (AR):** As AR technology improves, it will overlay digital information on the actual world to create hybrid learning experiences.
3. **Future simulation and VR systems may emphasize collaborative learning, allowing numerous users to work together on tasks or scenarios in the same virtual environment.**

4. Data Analytics and Performance Tracking: Better data analytics can help firms develop by revealing learner behavior, performance, and engagement.

5. Microlearning: Simulation and VR technologies will likely adopt microlearning, which lets students consume knowledge in small chunks to match their busy schedules.

6. As technology advances, simulation and VR tools will offer cross-platform compatibility, allowing users to access material on multiple devices and operating systems.

Simulation and virtual reality tools provide immersive, dynamic, and engaging learning experiences, revolutionizing training and education. Despite their drawbacks, these technologies can help firms improve their training programs. Simulation and VR technology will become increasingly important in enabling effective learning and skill development across industries.

15.4 BENEFITS OF USING TECHNOLOGY IN TRAINING

Corporate training, higher education, and vocational training have been changed by technology. Technology helps organizations and schools fulfill the different needs of learners by improving learning outcomes and training experiences. Technology in training has many benefits, including flexibility and accessibility, cost-effectiveness, personalization and adaptive learning, and increased engagement and involvement.

1. Flexibility/Accessibility

1.1 Training Flexibility Overview

Flexible training allows learners to choose their schedules, preferences, and places. Technology-enabled training lets students study at their own pace, breaking classroom boundaries.

1.2 Diverse Learner Access

Accessibility is one of the biggest benefits of training technology. E-learning platforms, smartphone apps, and online courses make education more accessible to people with different requirements.

- **Geographical Accessibility:** Technology enables remote or mobility-challenged learners to participate in training without traveling. Access democratization promotes egalitarian learning.
- **Technology supports diverse learning styles,** including visual, aural, and kinesthetic. Interactive movies, podcasts, and hands-on simulations help various learners understand and remember.

1.3 Blended Learning

Technology's versatility is shown by blended learning approaches, which integrate face-to-face and online training. Instructors can use online materials for lectures and self-paced learning while optimizing classroom time for debates and practical exercises.

- **Technology enables self-paced learning,** allowing learners to advance at their own pace. This self-paced method lets students review difficult ideas and master them before moving on.
- **Asynchronous Learning:** Online training enables learners to engage with content and complete tasks at their convenience. Working professionals juggling employment and school benefit from this flexibility.

1.4 Work-Life Balance Impact

Technology can help students manage work and life by offering flexible learning. Many people balance job, family, and personal obligations. Technology-enabled training helps busy students learn, lowering stress and improving well-being.

1.5 Examples and Case Studies

Many organizations use technology to make training more flexible and accessible. Global firms commonly use e-learning platforms to let employees in different time zones access training resources at their convenience. Technology allows schools to provide online courses, allowing students to study without classroom limits.

2. Cost-effectiveness

2.1 cost-effectiveness overview

Organizations prioritize cost-effectiveness when investing in training. Technology can cut training expenses and boost ROI. This section discusses how technology makes training affordable.

2.2 Training Cost Reduction

Technology in training can save money in numerous ways:

- **Elimination of Travel fees:** Traditional training typically involves travel fees for instructors and learners, such as transportation, lodging, and food. Online training eliminates these expenditures, improving resource allocation.
- **Discounted Material prices:** Digital training materials can replace costly printed resources, decreasing textbook, manual, and handout prices. Easily updated and distributed downloading resources are common on e-learning platforms.
- **Time Savings:** Technology streamlines training, decreasing onboarding and skill development time. Online training modules can offer material quickly, helping learners get started.

2.3 Training Program Scalability

Technology lets companies extend training programs to accommodate more employees without increasing costs. Online courses can be accessible by multiple students, making big group training easier without additional resources.

Companies having a global presence can offer standardized training programs to employees worldwide. This training uniformity assures that all employees receive the same quality instruction, regardless of location.

2.4 Long-Term Investment

Technology and training platforms may be expensive, but greater efficiency, decreased attrition, and higher employee satisfaction often save money over time. Companies can improve employee abilities, reduce retraining, and boost productivity by encouraging continual learning.

2.5 ROI

Technology-enabled training ROI is difficult to calculate, but employers can measure KPIs to show benefit. Improved employee performance, decreased training times, and higher job satisfaction can indicate training success.

2.6 Examples and Case Studies

Deloitte and IBM have saved money by using training technologies. For instance, Deloitte's online learning platform lets it train hundreds of people at once, lowering costs and improving productivity.

3. Personalized, adaptive learning

3.1 Personalization Overview

Personalization in training means adapting learning to individual learners' requirements, preferences, and goals. Technology allows for individualized learning paths that accommodate different learning styles and speeds.

3.2 ALT Learning Technologies

Adaptive learning systems evaluate learners' progress and adjust content using algorithms and data analytics. By detecting strengths and weaknesses, these methods customize learning and help students focus on hard topics.

- **Real-Time Feedback:** Adaptive learning systems enable learners to assess their performance and make appropriate adjustments. This quick response boosts motivation.

Adaptive learning technology can deliver personalized content that matches with individual learning goals by assessing learners' interactions with the material. This method guarantees students receive timely information.

3.3 Empowering Students

Personalised training lets students take charge of their education. Technology empowers learners by letting them choose their paths and goals, which boosts motivation and dedication.

3.4 Supporting varied Learners

Technology-driven customisation benefits varied learners, such as those with disabilities or cultural backgrounds. Technology gives all students equal chances to succeed by providing numerous interaction and representation methods.

- **UDL: Universal Design for Learning** UDL promotes flexible learning settings that accommodate learning differences. Technology aids UDL with videos, podcasts, and interactive modules.

3.5 Lifelong Learning and Skill Development

By encouraging skill development, personalized training fosters lifelong learning. Technology helps students repeat information, explore new topics, and study independently, promoting a growth mentality.

3.6 Examples and Case Studies

Khan Academy and Coursera demonstrate individualized and adaptive learning. Customized learning experiences allow students to advance at their own speed and focus on areas for improvement.

4. More engagement and interactivity

4.1 Overview of Training Engagement

Learners' involvement, attention, and excitement during training are called engagement. Technology creates interactive and dynamic learning experiences that captivate students and encourage participation.

4.2 Interactive Learning

Technology makes dynamic learning experiences that stimulate involvement. Quizzes, polls, simulations, and gamification improve learner engagement and retention.

- **Gamification:** Using points, badges, and leaderboards in training encourages competition and goal-setting. Gamification makes boring training fun.

- Technology enables collaborative learning through online forums, group projects, and virtual classrooms. These collaborative components enhance learning by encouraging peer interaction and information exchange.

4.3 Media

Multimedia content like films, animations, and interactive graphics engages different learning styles. Visual and aural aspects help students understand difficult subjects.

- Storytelling: Narratives and storytelling can motivate and retain students by creating an emotional connection.

4.4 Social Learning

Technology connects students to classmates, professors, and industry experts, promoting social learning. Online communities and social media platforms enrich learning through debate, cooperation, and networking.

4.5 Assessing Engagement

Organizations can analyze training program performance by tracking student engagement with analytics and assessments. Completion rates, involvement, and feedback can guide continuous improvement.

4.6 Examples and Case Studies

Google and Microsoft use technology to boost training engagement. Gamification, interactive content, and social learning have generated lively learning environments that support innovation and cooperation in these firms.

Thus, technology in training offers flexibility, accessibility, cost-effectiveness, personalization and adaptive learning, and increased engagement and involvement. Technology opens new doors for boosting learning outcomes and satisfying various student needs as corporations and educational institutions adopt it. Training programs can encourage continual learning and provide participants with the skills they need to succeed in a changing society by using technology.

15.5 CHALLENGES IN IMPLEMENTING TECHNOLOGY

Technology-integrated training has many benefits, but businesses must solve its challenges to succeed. These obstacles can impede technology adoption, affecting learning and corporate effectiveness. This chapter will discuss four main hurdles in adopting technology in training: change resistance, technical issues and infrastructure needs, data security and privacy, and the digital divide and accessibility.

1. Resistance to Change

1.1 Overview of Change Resistance

New technologies and methods can cause resistance in organizations. Employees may resist adopting new technology due to fear of change. Organizations that want to promote change must understand resistance.

1.2 Resistance Causes

Many variables cause change resistance, including:

- **Unknown Fear:** Employees often worry about unfamiliarity. New technology might raise concerns about job stability, competency, and learning new technologies.
- **Comfort with Current Practices:** Employees may be adept with current training approaches. Comfort can lead to complacency and reluctance to adopt new, difficult technologies.
- **Lack of Trust in Management:** Employees may resist change if they feel leadership has not addressed their requirements or concerns surrounding new technologies. Trust is vital for strong organisational culture and new initiative buy-in.
- **When firms lack training and resources to assist people adapt to new technologies, resistance might increase. Staff may be overwhelmed and confused how to use new tools.**

1.3 Resistance-Overcoming Methods

Organizations can address change resistance in numerous ways:

- **Effective Communication:** Communicating the rationale for deploying new technologies is crucial. Answering queries and addressing concerns, organizations should explain their benefits to employees.
- **Promoting employee involvement in technology implementation decisions helps increase ownership. Feedback and suggestions can make employees feel appreciated and open to change.**

Offering comprehensive training programs can lessen fear and promote confidence in employees by equipping them with the essential skills to use new technologies. Continuous training with resources for staff is needed.

- **Fostering a supportive culture that values innovation and continual improvement helps reduce opposition. Companies should celebrate wins and acknowledge adaptable and learning personnel.**

1.4 Examples and Case Studies

IBM has overcome change resistance with effective change management. They promoted adaptation and creativity by discussing new technology and training personnel.

2. Technical Challenges and Infrastructure Needs

2.1 Technical Issues Overview

Software and hardware issues can emerge during training technology adoption. Organizations must have the infrastructure to support new technologies.

2.2 Infrastructure Needs

Technology implementation involves hardware, software, and network infrastructure. Essential infrastructure components for online training platforms and e-learning systems include reliable

internet connectivity. Companies must provide reliable internet to all employees, especially in remote or underserved areas.

Organizations must assess hardware needs for emerging technologies, such as laptops, tablets, and other devices. Users may need new hardware to use advanced training tools.

- **Software Compatibility:** New technologies must smoothly interface with old systems. Organizations should evaluate software compatibility to avoid implementation disruptions.

2.3 Technical Issues

Organizations can take many actions to resolve technical issues and assure implementation:

Conduct a thorough needs assessment before introducing new technology to identify requirements and potential obstacles connected to infrastructure and technical skills.

- **Pilot Testing:** Small user groups through pilot programs can detect technological concerns before a full launch. Pilot participants can suggest improvements.
- **Invest in IT Support:** Allocate resources for timely resolution of technical difficulties. This assistance is essential for deployment and maintenance.

To keep technology functional and successful, firms should schedule regular updates and maintenance. This proactive strategy reduces technological issues and ensures personnel have the newest tools.

2.4 Examples and Case Studies

Technology implementation has been problematic for Boeing. Investing in IT infrastructure and offering specialized support helped them overcome these issues and improve training.

3. Data Privacy and Security

3.1 Data Security and Privacy Overview

With training technology becoming more prevalent, enterprises must emphasize data security and privacy. Personal information, including employee data and training records, poses hazards that must be addressed to comply with legislation and secure sensitive information.

3.2 Data Security Risks

Organizations confront data security and privacy concerns like:

- **Cybersecurity risks:** Data breaches and ransomware threaten organizations. Targeted training platforms may expose employee data and compromise organizational integrity.
- **Regulation Compliance:** Organizations must adhere to data protection laws like GDPR and HIPAA. Legal sanctions and brand damage might result from noncompliance.

- **Employee Privacy worries:** Employees may have worries regarding private data collection, storage, and use. Companies must be honest about their data policies and make employees feel safe sharing it.

3.3 Data Security Methods

Organizations can use numerous data security and privacy measures:

- **Consider using data encryption to safeguard sensitive data during transmission and storage.** This keeps compromised data illegible without decryption keys.
- **Regular security audits:** Regular security audits detect vulnerabilities and evaluate data protection methods. This proactive approach lets organizations prevent problems from escalating.
- **Employee Data Security Training:** Essential for staff to learn best practices. Protection of sensitive data and cybersecurity threats should be taught to employees.
- **Clear data privacy policies:** Organizations should have explicit data privacy rules for collecting, storing, and using employee data. Transparency builds trust and informs employees of their privacy rights.

3.4 Examples and Case Studies

LinkedIn has strong data security to protect user data. User trust and online networking leadership have come from prioritizing data privacy and following regulations.

4. The Digital Divide and Accessibility

4.1 Digital Divide Overview

The digital divide is the inequality of technology access. Socioeconomic position, location, and education might create hurdles to fair learning and growth.

4.2 Digital Divide Impact on Training The digital divide significantly affects training initiatives:

- **Inequitable Access to Resources:** Underserved learners may struggle to participate in technology-enabled training due to limited access to technology and internet connectivity.
- **Skill Disparities:** Lack of technology exposure might hinder skill development and knowledge acquisition using new training tools.
- **The digital divide can worsen existing inequalities in education and employment, putting underprivileged populations at a disadvantage.**

4.3 Digital Divide Strategies

Organizations can improve accessibility and bridge the digital divide:

To improve access to technology, organizations might invest in giving gadgets and internet connection to employees in underserved areas. Training programs with laptops, tablets, or mobile hotspots can assure fair access.

- **Develop inclusive training programs:** Accessible training programs should accommodate varied learning requirements and preferences. This covers different content delivery formats and assistive technology compatibility.
- **Partnering with Community Organizations:** Community partnerships can help organizations reach underserved populations. Working together, organizations can help people with technology access.

4.4 Digital literacy promotion

Enhancing employee digital literacy is key to addressing accessibility issues. Organizations can teach fundamental computer skills, internet navigation, and digital tool use.

4.5 Examples and Case Studies

Google has partnered with community organizations and invested in technology to overcome the digital divide. These programs give marginalized communities the tools they need to succeed in a tech-driven future.

Thus, while technology-integrated training has many benefits, businesses must overcome substantial obstacles to succeed. A positive training environment requires overcoming change resistance, technical issues, data security and privacy, and the digital divide. Proactively tackling these obstacles can improve training, empower employees, and foster a culture of continual learning and development.



Check Your Progress-A

1. What is one of the primary benefits of using technology in training?
 - a. Increased costs
 - b. Reduced flexibility
 - c. Enhanced engagement
 - d. Decreased accessibility
2. Which of the following is NOT a type of training technology?
 - a. E-learning platforms
 - b. Virtual classrooms
 - c. Performance reviews
 - d. Learning Management Systems (LMS)
3. Resistance to change can be caused by which of the following factors?
 - a. Clear communication
 - b. Trust in management

- c. Fear of the unknown
 - d. Employee involvement
4. What is a common strategy to overcome resistance to change?
 - a. Ignoring employee feedback
 - b. Enhancing transparency
 - c. Implementing changes without training
 - d. Limiting stakeholder involvement
5. Which technology allows for real-time online training sessions?
 - a. Mobile learning applications
 - b. Virtual classrooms
 - c. Simulation tools
 - d. Learning Management Systems (LMS)
6. Data security and privacy concerns are particularly relevant when integrating what into training?
 - a. Technical difficulties
 - b. Traditional methods
 - c. Technology
 - d. Employee feedback
7. Which of the following is an example of a formative assessment?
 - a. Final exam
 - b. Course completion certificate
 - c. Quiz during the course
 - d. Performance appraisal
8. What is the primary purpose of a needs analysis in training?
 - a. To select technology
 - b. To assess budget constraints
 - c. To identify skill gaps
 - d. To evaluate employee performance
9. Which of the following is essential for user-friendly training technology?
 - a. Complexity
 - b. Simplicity
 - c. High costs
 - d. Lengthy processes
10. What role does continuous evaluation play in tech-driven training?
 - a. It helps ignore learner feedback.
 - b. It assesses the effectiveness of training.
 - c. It complicates training processes.
 - d. It delays training implementation.

15.6 BEST PRACTICES FOR INTEGRATING TECHNOLOGY INTO TRAINING

Technology integration into training requires a deliberate approach that matches technology with organizational learning objectives and needs. To optimize training technology's efficacy, businesses must follow best practices for smooth integration. This chapter covers assessing training needs and technology possibilities, building tech-driven training programs, assuring user-friendly interfaces, and implementing continual evaluation and feedback. Each component is crucial to a successful training experience that improves learning.

1. Training Needs and Technology Options Assessment

1.1 Training Needs Understanding

Before introducing technology into training, analyze training needs thoroughly. This method identifies the skills, knowledge, and competencies employees need to succeed.

1.1.1 Assessing Needs

Needs analysis systematically identifies performance gaps. Typical steps include:

- Surveys and questionnaires: Collecting feedback from employees and stakeholders on training needs and skill shortages.

Qualitative data from interviews and focus groups with employees, supervisors, and industry experts can provide valuable insights on training needs.

- Job Analysis: Examining job descriptions and performance reviews can identify essential skills for success in different roles.

1.1.2 Finding Learning Objectives

After assessing training needs, firms should set learning objectives for what employees should know or be able to accomplish after training. SMART goals are specific, measurable, achievable, relevant, and time-bound.

1.2 Assessing Technology

After establishing training needs, examine technology options that meet objectives. The evaluation includes:

1.2.1 Technology Research

To find training technologies, organizations should research them. Important technologies include:

- E-learning platforms provide online courses and training resources for anytime, anywhere access.
- LMS: Centralized platform for organizing training content, tracking progress, and facilitating instructor-learner contact.
- Virtual Classrooms: Real-time online training opportunities for interactive learning.
- Mobile learning apps provide flexibility for learners to access training content on their mobile devices.

1.2.2 Integration/Compatibility Assessment

Organizations should assess how potential technologies fit into existing systems and processes. To evaluate the new technology, assess its integration capabilities with existing systems like HR platforms, CRM software, and other tools.

- **User Adoption:** Understand how easily staff can adopt new technology. Learners choose user-friendly solutions.

1.3 Stakeholder Engagement

Successful technology integration requires stakeholder engagement in assessment. Possible stakeholders:

- **Management:** Leadership aids in resource acquisition and technology integration commitment.
- Involving employees in the assessment process promotes ownership and allows for consideration of their requirements and preferences.
- Working with the IT department can help firms identify technological needs and ensure appropriate infrastructure is in place.

1.4 Examples and Case Studies

Amazon has successfully integrated technology into their training programs by doing detailed needs assessments and involving stakeholders. By matching technology with training demands, they created effective training solutions that boost employee performance.

2. Creating Effective Tech-Driven Training

2.1 Curriculum Creation

Effective tech-driven training programs require careful curriculum creation. A organized framework for content, learning activities, and assessment is created.

2.1.1 Learning Objective Alignment

The learning objectives should guide the training curriculum. To ensure students develop the necessary abilities, each module or lesson should explicitly support the targeted results.

2.1.2 Diversifying Learning Methods

Training programs should offer multiple learning modalities to accommodate diverse learning styles:

- **Interactive Learning Activities:** Discussions, group work, and hands-on activities encourage active engagement and retention.
- **Multimedia Content:** Videos, infographics, and interactive simulations may simplify complicated ideas for visual and auditory learners.

- **Self-Paced Learning:** Modules allow learners to progress at their own pace, meeting individual preferences.

2.2 UX Design Principles

Tech-driven training programs should focus user-centered design to make learning intuitive and interesting.

2.2.1 User Persona Creation

User personas based on target learners' traits, goals, and obstacles can influence design. User personas help trainers produce compelling content by understanding audience wants and preferences.

2.2.2 Prototyping/Iteration

Testing training material prototypes with a small group of users can provide valuable input. Iterative design lets companies improve training programs by refining content and delivery depending on user experiences.

2.3 Evaluation Methods

Assessing learner development and training efficacy requires incorporating assessments and evaluation tools throughout the program.

2.3.1 Formative Tests

Quizzes, polls, and self-reflections can give learners and trainers constant feedback. These assessments reveal areas that need further treatment.

2.3.2 Final Tests

Summative evaluations like final exams and projects measure student knowledge and abilities at the end of training. These tests determine if learning objectives were reached.

2.4 Examples and Case Studies

Through varied learning approaches and user-centered design, LinkedIn has created successful tech-driven training programs. They create engaging training solutions that improve employee abilities by focusing on user experience and connecting material with learning objectives.

3. Making Interfaces User-Friendly

3.1 Designing for Usability

User-friendly interfaces help learners understand technology and engage with training content. Well-designed interfaces improve user satisfaction and learning.

3.2 UX Design Fundamentals

When designing tech-driven training programs, organizations should follow user-friendly design principles:

3.2.1 Clarity and Simplification

The UI should be uncluttered and basic. Key design components include: • Easy navigation for learners throughout the training program. Clear menus, buttons, and icons improve usability.

The training platform's consistent layout helps learners familiarize with the interface and reduces confusion.

3.2.2 Features for Access

Designing for accessibility allows all learners, including those with disabilities, to access training. To ensure accessibility, training materials should be compatible with screen readers to enable access for visually impaired learners.

Providing keyboard shortcuts and navigation choices helps learners with mobility issues interact with the platform efficiently.

3.3 Feedback and Testing

User testing with a wide range of learners can reveal usability flaws. Companies should collect consumer feedback and make improvements to improve the experience.

3.4 Examples and Case Studies

Google's training programs promote usability. They build platforms that engage and satisfy learners by prioritizing simplicity, clarity, and accessibility.

4. Continuous feedback and evaluation Mechanisms

4.1 Importance of Continuous Evaluation

Technology-driven training programs must be evaluated often to improve. Organizations should provide ongoing feedback to evaluate learner development and program effects.

4.2 Evaluation Types

Organizations can evaluate training success using numerous methods:

4.2.1 Learner input Gathering input from learners offers insights into their training program experiences and perceptions. One way to get feedback is to administer surveys and questionnaires after training sessions to assess learner satisfaction and identify areas for improvement.

- Focus Groups: Offer in-depth qualitative feedback from learners through focus group discussions.

4.2.2 Scores

Tracking performance indicators helps organizations assess training's impact on employee performance. Possible metrics include:

- **Completion Rates:** Tracking the percentage of learners who finish the training program might reveal engagement levels.

- **Assessing knowledge retention** through follow-up evaluations can determine the long-term effectiveness of training.

4.3 Iterative Improvement

Organizations should use feedback and evaluation data to develop training programs iteratively. The process includes:

- **Analyzing data:** Identify patterns and opportunities for improvement by reviewing feedback and performance metrics.

- **Adjustments:** Organizations should alter content, distribution methods, and evaluation processes based on analysis.

4.4 Examples and Case Studies

Microsoft has improved its training programs with constant review and feedback. They have developed successful training solutions that fit their workforce's changing demands by regularly obtaining input and improving continuously.

Thus, integrating technology into training involves intricate design and implementation. Best practices like assessing training needs and technology options, designing tech-driven training programs, ensuring user-friendly interfaces, and establishing continuous evaluation and feedback mechanisms can help organizations create impactful training experiences that boost employee performance and promote continuous learning. Technology integration improves training and empowers individuals to succeed in a changing workplace.



Check Your Progress- B

1. What does LMS stand for in the context of training technologies?
 - a. Learning Management System
 - b. Large Media Storage
 - c. Learning Measurement System
 - d. Long-term Management Strategy
2. Which of the following can lead to the digital divide in training?
 - a. Uniform access to technology
 - b. Geographic and socio-economic disparities
 - c. Standardized training programs
 - d. Comprehensive training materials
3. What is an important feature of mobile learning applications?
 - a. Limited access to content
 - b. Flexibility in learning
 - c. Incompatibility with devices

- d. High costs
- 4. Which principle is critical for ensuring user-friendly interfaces?
 - a. Cluttered design
 - b. Clear navigation
 - c. Complex features
 - d. Inconsistent layout
- 5. What is a key benefit of designing tech-driven training programs?
 - a. Decreased learner engagement
 - b. Rigidity in training methods
 - c. Tailored learning experiences
 - d. Lack of accessibility
- 6. What type of assessment occurs at the end of a training program?
 - a. Formative assessment
 - b. Summative assessment
 - c. Continuous assessment
 - d. Diagnostic assessment
- 7. Involving which group can help minimize resistance to change?
 - a. External stakeholders
 - b. Only top management
 - c. Employees
 - d. None of the above
- 8. What does the term "user-centered design" refer to?
 - a. Designing technology for IT specialists
 - b. Focusing on learner needs in design
 - c. Ignoring user feedback
 - d. Developing complex interfaces
- 9. Which of the following is NOT a method for collecting learner feedback?
 - a. Surveys
 - b. Focus groups
 - c. Ignoring responses
 - d. Interviews
- 10. What is the main goal of a curriculum in tech-driven training?
 - a. To create confusion
 - b. To align with learning objectives
 - c. To restrict access to information
 - d. To standardize all training

15.7 SUMMARY

Technology in Training: We covered the importance of integrating technology into training programs, highlighting the role of e-learning platforms, virtual classrooms, learning management systems (LMS), mobile learning applications, and simulation and virtual reality tools.

Benefits of Using Technology in Training: We discussed key benefits such as flexibility and accessibility, cost-effectiveness, personalization and adaptive learning, and enhanced engagement and interactivity that technology brings to training initiatives.

Challenges in Implementing Technology: The challenges faced during technology integration were examined, including resistance to change, technical difficulties and infrastructure requirements, ensuring data security and privacy, and addressing the digital divide and accessibility issues.

Best Practices for Integrating Technology into Training: We explored best practices such as assessing training needs and technology options, designing effective tech-driven training programs, ensuring user-friendly interfaces, and establishing continuous evaluation and feedback mechanisms.



15.8 GLOSSARY

1. **Resistance to change** refers to the behavioral and emotional response of individuals or groups when faced with alterations to their established routines, practices, or organizational culture. This resistance can manifest as skepticism, reluctance, or outright opposition to new initiatives, technologies, or processes. Factors contributing to resistance may include fear of the unknown, loss of control, comfort with the status quo, and perceived threats to job security or competence. Overcoming resistance to change often requires effective communication, stakeholder involvement, and supportive leadership to help individuals adapt to and embrace new circumstances.



15.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. c) Enhanced engagement
2. c) Performance reviews
3. c) Fear of the unknown
4. b) Enhancing transparency
5. b) Virtual classrooms
6. c) Technology
7. c) Quiz during the course
8. c) To identify skill gaps
9. b) Simplicity
10. b) It assesses the effectiveness of training.

Check Your Progress –B

11. a) Learning Management System
12. b) Geographic and socio-economic disparities
13. b) Flexibility in learning
14. b) Clear navigation
15. c) Tailored learning experiences
16. b) Summative assessment

17. c) Employees
18. b) Focusing on learner needs in design
19. c) Ignoring responses
20. b) To align with learning objectives



15.10 REFERENCES

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15.11 SUGGESTED READINGS

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15.12 TERMINAL QUESTIONS

1. Explain the concept of technology in training and its significance in modern organizations.
2. Discuss the benefits of using technology in training, providing specific examples.
3. Identify and explain the challenges organizations face when implementing technology in training.
4. Describe best practices for assessing training needs and technology options.
5. Explain the importance of user-friendly design in technology-driven training programs.

UNIT 16 MENTORING, ASSESSMENT AND DEVELOPMENT CENTER

16.1 Introduction

16.2 Objectives

16.3 Meaning of Mentoring, Assessment, and Development Centre

16.4 Objectives of Mentoring, Assessment, and Development Centre

16.5 Limitations

16.6 Methods

16.7 Voucher System

16.7.1 – 16.7.7 Advanced Insights into Mentoring, Assessment, and Development Centres (MADCs)

16.8 Summary

16.9 Glossary

16.10 Check your progress

16.11 Answers to check your Progress

16.12 Reference/Bibliography

16.13 Suggested Readings

16.14 Terminal Questions

16.15 Case let

16.1 INTRODUCTION

In today's fast-paced and ever-evolving world, training and technology are becoming increasingly intertwined. Introduction to training and technology in training is essential for individuals and organizations to stay ahead of the curve. Training refers to the process of acquiring knowledge, skills, and attitudes to enhance performance and achieve specific goals. Technology, on the other hand, refers to the application of scientific knowledge for practical purposes.

The integration of technology in training has revolutionized the way we learn and develop new skills. E-learning platforms, online courses, and digital resources have made training more accessible, convenient, and cost-effective. Technology-enhanced training enables

learners to access information, interact with instructors and peers, and track progress remotely. Additionally, technologies like artificial intelligence, virtual reality, and gamification are being leveraged to create immersive and engaging learning experiences.

Effective training and technology in training can lead to improved performance, increased productivity, and enhanced competitiveness. As technology continues to advance, it is crucial to embrace innovation and leverage its potential to enhance training and development initiatives. By doing so, individuals and organizations can stay agile, adapt to changing demands, and thrive in an increasingly complex and digital world.

Mentoring, Assessment, and Development Centres (MADCs) have transitioned from being mere fledgling ideas to becoming critical strategic pillars within modern organizations. These centres serve multiple purposes, primarily focusing on evaluating employee potential, facilitating the development of career plans, and fostering the growth of competencies aligned with corporate goals. The rapid evolution of today's business environment necessitates continuous learning and development to maintain a competitive edge.

In an era where agility and adaptability are key to survival, organizations cannot afford to remain static. As such, MADCs are designed to ensure that employees are not only excelling in their current roles but are also well-prepared for future challenges. These centres help bridge the gap between the current skill set of employees and the competencies required for higher roles, thus creating a robust pipeline of talent ready to step into leadership positions.

Historical Context and Evolution:

The concept of MADCs originated in military settings, where leaders needed to be assessed not just on their current performance but on their potential to handle greater responsibilities. Over time, this approach was adopted by corporations, particularly in sectors such as finance, consulting, and manufacturing, where leadership potential and competency development became critical for sustaining growth.

Relevance in Modern Organizations:

In today's corporate world, MADCs are more relevant than ever. Organizations face unprecedented challenges, including rapid technological advancements, globalization, and shifting workforce dynamics. These centres provide a structured approach to identifying and nurturing talent, ensuring that organizations can respond to these challenges effectively.

Moreover, the rise of remote work and the gig economy has further complicated talent management. Organizations now need to ensure that their employees, regardless of location, are engaged, developed, and aligned with the organization's goals. MADCs offer a solution

by providing a systematic way to assess and develop employees, ensuring that the organization's talent strategy is both effective and inclusive.

16.2 OBJECTIVES

After reading this unit you will be able to:

- Understand the Concept of MADCs
- Identify Key Goals and Contributions
- Evaluate Techniques Used in MADCs
- Examine the Voucher System
- Discuss Limitations and Challenges

16.3 MEANING OF MENTORING, ASSESSMENT, AND DEVELOPMENT CENTRE

1.Mentoring:

Mentoring is a critical component of employee development, where a more experienced individual (mentor) provides guidance, support, and advice to a less experienced individual (mentee). The mentor-mentee relationship is designed to foster personal and professional growth, helping the mentee to navigate the complexities of their career path.

1.1 Types of Mentoring:

- **Formal Mentoring:** This type of mentoring is structured and often organized by the organization. It involves pairing mentors and mentees based on specific criteria, such as career goals, skills, and experience. Formal mentoring programs are typically tied to organizational objectives, such as leadership development or diversity initiatives.
- **Informal Mentoring:** Unlike formal mentoring, informal mentoring relationships develop naturally, often without the intervention of the organization. These relationships are usually based on mutual respect and a shared interest in personal and professional development.
- **Reverse Mentoring:** This is a relatively new concept where younger employees mentor senior executives. The idea is to provide senior leaders with insights into new technologies, social media trends, and the perspectives of younger generations. Reverse mentoring can be particularly effective in fostering innovation and bridging generational gaps within the organization.

1.2 Benefits of Mentoring:

- **Skill Enhancement:** Mentoring provides an opportunity for mentees to develop new skills and refine existing ones. Mentors can offer practical advice, share experiences, and provide constructive feedback that helps mentees grow professionally.

- **Career Development:** Through mentoring, employees gain a better understanding of their career path and the steps they need to take to achieve their goals. Mentors can help mentees navigate organizational politics, identify career opportunities, and build networks.
- **Employee Engagement:** Mentoring can significantly enhance employee engagement by making mentees feel valued and supported. This, in turn, can lead to higher job satisfaction and lower turnover rates.
- **Succession Planning:** Mentoring helps in identifying and nurturing future leaders within the organization. By transferring knowledge and experience from senior leaders to emerging talent, organizations can ensure a smooth transition when key positions become vacant.

1.3 Challenges of Mentoring:

- **Time Commitment:** Effective mentoring requires a significant time commitment from both the mentor and mentee. Balancing this with other responsibilities can be challenging.
- **Compatibility Issues:** Not all mentor-mentee pairs are a good match. Differences in personality, communication style, and expectations can hinder the effectiveness of the mentoring relationship.
- **Measurement of Success:** The success of mentoring programs can be difficult to measure. Unlike other development programs, the impact of mentoring is often intangible and long-term.

2, Assessment Centre:

An Assessment Centre is a structured process used to evaluate the competencies, abilities, and potential of employees or candidates. These centres employ a variety of tools and techniques, including psychometric tests, simulation exercises, interviews, and group discussions, to assess a wide range of skills and attributes.

2.1 Components of an Assessment Centre:

- **Psychometric Testing:** These tests are designed to measure cognitive abilities, personality traits, and other psychological attributes. They provide a standardized way to evaluate individuals' suitability for specific roles.
- **Simulation Exercises:** Participants are placed in simulated business scenarios that mimic real-life challenges. These exercises assess participants' problem-solving abilities, decision-making skills, and capacity to handle pressure.
- **360-Degree Feedback:** This method involves gathering feedback from an individual's peers, subordinates, and supervisors. It provides a comprehensive view of the participant's performance and helps identify areas for improvement.

- **Structured Interviews:** Interviews are conducted to assess communication skills, cultural fit, and other attributes that may not be easily measured through tests and simulations.
- **Group Discussions:** Participants engage in discussions on a given topic, allowing assessors to observe their teamwork, leadership, and communication skills in action.

2.2 Benefits of Assessment Centres:

- **Comprehensive Evaluation:** Assessment Centres provide a holistic view of an individual's competencies by using multiple evaluation methods. This reduces the risk of bias and ensures a more accurate assessment.
- **Objective Decision-Making:** The structured nature of Assessment Centres helps eliminate subjectivity in the evaluation process. This is particularly important in high-stakes decisions, such as promotions or hiring.
- **Identification of Potential:** Assessment Centres are effective in identifying individuals with high potential who may not have yet had the opportunity to demonstrate their abilities in their current roles.
- **Feedback and Development:** Participants receive detailed feedback on their performance, which they can use to improve their skills and competencies.

2.3 Challenges of Assessment Centres:

- **Resource Intensity:** Setting up and running an Assessment Centre requires significant resources, including time, money, and expertise. This can be a barrier for smaller organizations.
- **Subjectivity:** Despite the use of standardized tools, there may still be an element of subjectivity in the evaluation process, particularly in areas such as communication skills and cultural fit.
- **Resistance to Participation:** Employees may be hesitant to participate in Assessment Centres due to fear of being judged or evaluated. This can affect the accuracy of the assessments.

3, Development Centre:

A Development Centre, on the other hand, focuses on the growth and development of employees. Unlike Assessment Centres, which primarily evaluate skills, Development Centres are designed to help employees improve and prepare for future roles.

3.1 Components of a Development Centre:

- **Personalized Development Plans:** Based on the assessments conducted, participants receive individualized development plans that outline the specific steps they need to take to improve their skills and competencies.

- **Training Programs:** Development Centres often include targeted training programs designed to address the specific needs of participants. These programs may cover a wide range of topics, from leadership development to technical skills training.
- **Coaching and Mentoring:** Participants may be paired with coaches or mentors who can provide ongoing support and guidance as they work through their development plans.
- **Continuous Feedback:** Development Centres emphasize the importance of continuous feedback, allowing participants to monitor their progress and make adjustments to their development plans as needed.

3.2 Benefits of Development Centres:

- **Focused Development:** Development Centres provide a structured environment for employees to work on specific areas of improvement, ensuring that their development efforts are aligned with organizational goals.
- **Career Progression:** By providing employees with the skills and competencies they need to advance in their careers, Development Centres help organizations build a strong pipeline of talent.
- **Employee Engagement:** Employees who participate in Development Centres are more likely to feel valued and invested in their roles, leading to higher levels of engagement and job satisfaction.

3.3 Challenges of Development Centres:

- **Implementation Complexity:** Setting up a Development Centre requires careful planning and coordination. Organizations need to ensure that the programs offered are relevant and effective in addressing the specific needs of participants.
- **Cost:** Like Assessment Centres, Development Centres can be resource-intensive, requiring a significant investment of time and money.
- **Measuring Success:** The success of Development Centres can be difficult to measure, particularly in the short term. Organizations need to develop clear metrics for evaluating the impact of these programs.

16.4 OBJECTIVES OF MENTORING, ASSESSMENT, AND DEVELOPMENT CENTRE

The objectives of MADCs are multi-faceted, aiming to enhance the overall capabilities of an organization's workforce. These objectives include:

1. Skill Development:

One of the primary objectives of MADCs is to enhance the skills and competencies of employees to meet the evolving needs of the organization. This involves identifying skill gaps and providing targeted development opportunities to address these gaps. Skill

development is not only about improving technical abilities but also about enhancing soft skills, such as communication, teamwork, and leadership.

2. Leadership Development:

MADCs play a crucial role in identifying and nurturing future leaders within the organization. By assessing leadership potential and providing development opportunities, these centres help ensure a steady pipeline of leaders who are ready to take on greater responsibilities. Leadership development programs may include training in areas such as strategic thinking, decision-making, and conflict resolution.

3. Career Progression:

MADCs provide employees with a clear pathway for career advancement. Through mentoring, assessment, and development programs, employees gain the skills and competencies needed to move up the corporate ladder. This not only benefits the employees but also helps the organization by ensuring that key positions are filled by qualified and capable individuals.

4. Employee Retention:

Investing in employee development through MADCs can significantly improve employee satisfaction and retention. Employees are more likely to stay with an organization that invests in their growth and development. This, in turn, reduces turnover and the associated costs of recruiting and training new employees.

5. Organizational Alignment:

MADCs help align individual goals with organizational objectives, leading to better overall performance. By ensuring that employees' development efforts are in line with the organization's strategic goals, MADCs contribute to the achievement of these goals. This alignment is crucial for maintaining organizational coherence and ensuring that all employees are working towards the same objectives.

16.5 LIMITATIONS

While MADCs offer numerous benefits, they also come with certain limitations and challenges that organizations need to be aware of:

1. Resource Intensive:

MADCs require significant investment in terms of time, money, and human resources. Setting up and running these centres can be costly, particularly for smaller organizations with limited budgets. Moreover, the time commitment required from both participants and

facilitators can be substantial, potentially leading to disruptions in normal business operations.

2. Subjectivity:

Despite the use of standardized tools and methods, there may still be an element of subjectivity in the assessment process. For example, assessors' personal biases and perceptions can influence their evaluations, particularly in areas such as leadership potential and cultural fit. This subjectivity can affect the fairness and accuracy of the assessments.

3. Resistance to Change:

Employees may be resistant to participating in MADCs due to fear of evaluation or change. This resistance can stem from a variety of factors, including fear of failure, concerns about being judged, and anxiety about the potential impact on their careers. Overcoming this resistance requires effective communication and a supportive organizational culture that encourages participation and development.

4. Implementation Challenges:

Setting up and maintaining MADCs can be complex, requiring careful planning and execution. Organizations need to ensure that the programs offered are relevant and effective, that the right participants are selected, and that the assessments are conducted fairly and consistently. Any missteps in the implementation process can undermine the effectiveness of the centres and lead to dissatisfaction among participants.

5. Limited Scope:

Not all skills and competencies can be accurately assessed in a controlled environment. For example, certain soft skills, such as creativity, emotional intelligence, and adaptability, may be difficult to evaluate using traditional assessment methods. Additionally, the artificial nature of some assessment exercises may not fully capture the complexities of real-world situations.

6. Potential for Misuse:

There is a risk that MADCs could be misused as a tool for weeding out underperformers rather than genuinely supporting employee development. If participants perceive the centres as punitive rather than developmental, they may be less willing to engage fully in the process. To avoid this, organizations need to clearly communicate the purpose of MADCs and ensure that they are used to support, rather than penalize, employees.

16.6 METHODS

Various methods are employed in MADCs to evaluate and develop employees. These methods are designed to assess a wide range of skills and attributes, providing a comprehensive view of an individual's capabilities and potential.

1. Psychometric Testing:

Psychometric testing is a common method used in MADCs to assess cognitive abilities, personality traits, and other psychological attributes. These tests provide a standardized and objective way to measure aspects of an individual's mental and emotional makeup, such as intelligence, motivation, and interpersonal skills.

- **Cognitive Ability Tests:** These tests measure an individual's intellectual abilities, such as reasoning, problem-solving, and critical thinking. Cognitive ability tests are often used to assess candidates for roles that require complex decision-making and analytical skills.
- **Personality Tests:** Personality tests assess an individual's behavioral tendencies, such as how they interact with others, respond to stress, and approach challenges. These tests can provide insights into how well an individual is likely to fit within the organization's culture and how they might perform in different roles.
- **Emotional Intelligence Tests:** Emotional intelligence (EQ) tests measure an individual's ability to recognize, understand, and manage their own emotions and the emotions of others. High EQ is often associated with effective leadership and strong interpersonal skills.

2. Simulation Exercises:

Simulation exercises involve placing participants in realistic scenarios that mimic the challenges they are likely to face in their roles. These exercises are designed to assess a wide range of competencies, including problem-solving, decision-making, leadership, and teamwork.

- **Role-Playing:** In role-playing exercises, participants are assigned specific roles and asked to act out scenarios that reflect common workplace situations. Assessors observe how participants handle these situations, providing insights into their leadership style, communication skills, and ability to manage conflict.
- **In-Basket Exercises:** In an in-basket exercise, participants are given a stack of documents (e.g., emails, memos, reports) and asked to prioritize and respond to them within a limited time. This exercise assesses participants' ability to manage time, make decisions, and handle multiple tasks simultaneously.
- **Case Studies:** Participants are presented with a complex business problem and asked to analyze the situation, develop solutions, and present their recommendations. Case studies are particularly useful for assessing strategic thinking, problem-solving, and analytical skills.

3. 360-Degree Feedback:

360-degree feedback is a method of gathering feedback from an individual's peers, subordinates, supervisors, and sometimes even customers. This method provides a comprehensive view of the participant's performance, highlighting their strengths and areas for improvement.

- **Peer Feedback:** Feedback from colleagues at the same level can provide insights into how well an individual collaborates with others, contributes to team efforts, and handles peer relationships.
- **Subordinate Feedback:** Feedback from subordinates can reveal how effectively an individual leads and manages their team, providing valuable information about their leadership style and ability to inspire and motivate others.
- **Supervisor Feedback:** Feedback from supervisors is often focused on the individual's performance in their current role, including their ability to meet targets, manage resources, and align with organizational goals.

4. Interviews:

Interviews are a staple of MADCs, used to assess a wide range of attributes, including communication skills, problem-solving abilities, and cultural fit. Interviews can be structured, semi-structured, or unstructured, depending on the goals of the assessment.

- **Structured Interviews:** Structured interviews involve a set of predetermined questions that are asked of all participants. This ensures consistency and fairness in the evaluation process, making it easier to compare candidates.
- **Behavioral Interviews:** Behavioral interviews focus on past experiences and how participants have handled specific situations. The assumption is that past behavior is a good predictor of future performance.
- **Competency-Based Interviews:** These interviews are designed to assess specific competencies required for the role. Participants are asked to provide examples of how they have demonstrated these competencies in the past.

5. Group Discussions:

Group discussions are used to evaluate participants' ability to work in teams, communicate effectively, and lead discussions. In these exercises, participants are given a topic or problem to discuss, and assessors observe their interactions.

- **Leadership Skills:** Group discussions provide an opportunity to observe who naturally takes on a leadership role, how they guide the discussion, and how they manage group dynamics.
- **Communication Skills:** Assessors observe how effectively participants articulate their ideas, listen to others, and build on the contributions of their peers.

- **Teamwork:** Group discussions reveal how well participants collaborate with others, handle disagreements, and contribute to the group's overall success.

16.7 VOUCHER SYSTEM

The voucher system in the context of MADCs refers to a mechanism where employees are given vouchers or credits that they can use to access various development resources or programs. This system is designed to empower employees by giving them the autonomy to choose the development activities that best suit their career aspirations.

Advantages of the Voucher System:

- **Personalized Learning:** The voucher system allows employees to take control of their own development by choosing the programs that align with their career goals. This personalized approach ensures that employees are engaged in their learning and are more likely to see the relevance of the training to their roles.
- **Flexibility:** Employees can use vouchers at their own pace, allowing them to balance their development activities with their work responsibilities. This flexibility makes it easier for employees to participate in development programs without feeling overwhelmed.
- **Increased Engagement:** By giving employees the freedom to choose their own development paths, the voucher system increases their engagement and motivation. Employees are more likely to take ownership of their development when they have a say in the process.

Disadvantages of the Voucher System:

- **Inconsistent Outcomes:** The lack of a standardized approach can lead to varied results, with some employees benefiting more from the voucher system than others. This inconsistency can make it difficult to measure the overall impact of the system on the organization.
- **Budget Constraints:** Organizations need to carefully manage the allocation of vouchers to ensure equitable access to development resources. Budget constraints may limit the number of vouchers available, leading to competition among employees for these resources.
- **Overemphasis on Popular Programs:** There is a risk that employees may choose popular programs that are not necessarily the most beneficial for their development. This could lead to a mismatch between the training employees receive and the skills the organization needs.

16.7.1 Advanced Insights into Mentoring, Assessment, and Development Centres (MADCs)

Mentoring, Assessment, and Development Centres (MADCs) have become integral to modern organizational strategies for talent management and leadership development. However, to fully appreciate their value, it is essential to delve deeper into their advanced applications, the evolution of these practices, and the strategic nuances that make them effective. This section provides a comprehensive exploration of these aspects, offering insights into the latest trends, challenges, and best practices in implementing MADCs.

16.7.2 The Evolution of Mentoring, Assessment, and Development Centres

A. Historical Context

The concept of mentoring can be traced back to ancient civilizations, where experienced individuals would guide the younger generation in various trades and skills. This informal transfer of knowledge evolved over centuries into more structured forms of mentorship in organizations. The formalization of mentoring programs began in the mid-20th century, particularly as organizations recognized the need to cultivate internal talent in response to rapidly changing business environments.

Assessment Centres, on the other hand, originated in military settings during World War II. The British Army first developed them to assess the leadership potential of officer candidates. The success of these early centres led to their adoption by corporate organizations in the post-war era, particularly in the United States and Europe. Over time, the methods employed in Assessment Centres have become more sophisticated, incorporating advancements in psychology, technology, and organizational behavior.

Development Centres emerged as a natural extension of Assessment Centres. While Assessment Centres focus on evaluating potential, Development Centres aim to nurture and enhance the skills of existing employees. The rise of Development Centres in the late 20th century paralleled the growing emphasis on continuous learning and development within organizations.

B. Modern Developments

In recent years, MADCs have continued to evolve, driven by technological advancements and the changing nature of work. The rise of digital platforms, big data, and artificial intelligence (AI) has transformed how organizations conduct assessments and deliver development programs.

- **Digital and Virtual MADCs:** The COVID-19 pandemic accelerated the adoption of digital and virtual MADCs. Organizations increasingly use online platforms to conduct assessments and deliver development programs remotely. This shift has made MADCs more accessible to a geographically dispersed workforce while also allowing for greater flexibility in scheduling.
- **AI and Machine Learning in Assessments:** AI and machine learning are now being used to enhance the accuracy and efficiency of assessments. These technologies can

analyze vast amounts of data to identify patterns and predict future performance. For example, AI-driven assessments can evaluate non-verbal cues, such as facial expressions and body language, during virtual interviews or role-playing exercises, providing deeper insights into a participant's emotional intelligence and communication skills.

- **Gamification of Assessments:** Gamification is another trend that has gained traction in MADCs. By incorporating game-like elements into assessments and development activities, organizations can make the experience more engaging and motivating for participants. Gamified assessments can also provide a more accurate reflection of how individuals behave in real-world scenarios, as they are often less aware of being evaluated.
- **Personalized Development Plans:** The move towards more personalized development plans is a significant trend in Development Centres. Organizations are increasingly using data analytics to create tailored development programs that align with the specific needs and career aspirations of individual employees. This approach not only enhances the effectiveness of development efforts but also increases employee engagement and satisfaction.

C. Global Perspectives on MADCs

The implementation and effectiveness of MADCs can vary significantly across different cultural and regional contexts. Understanding these differences is crucial for multinational organizations that operate across diverse cultural landscapes.

- **Cultural Sensitivity in Assessments:** Cultural differences can impact how individuals respond to assessments and development programs. For example, in some cultures, participants may be more reserved or less likely to assert themselves in group discussions or role-playing exercises. Organizations need to be mindful of these cultural differences and adapt their assessment methods accordingly to ensure fairness and accuracy.
- **Regional Variations in Development Priorities:** The priorities for employee development can also vary by region. In rapidly developing economies, such as those in Asia and Africa, there may be a greater emphasis on technical skills and leadership development to support rapid organizational growth. In contrast, in more mature markets, such as Europe and North America, the focus may be on continuous learning, innovation, and emotional intelligence.

16.7.3 Strategic Implications of MADCs

A. Aligning MADCs with Organizational Strategy

For MADCs to be truly effective, they must be closely aligned with the organization's strategic objectives. This alignment ensures that the skills and competencies being developed in employees directly contribute to the organization's long-term success.

- **Strategic Workforce Planning:** MADCs play a critical role in strategic workforce planning by identifying and developing the skills needed to achieve future business goals. For example, if an organization is planning to expand into new markets, MADCs can be used to assess and develop employees who have the potential to lead these new ventures.
- **Succession Planning:** Effective succession planning is essential for ensuring leadership continuity within an organization. MADCs can help identify high-potential employees who are ready to step into key leadership roles, as well as those who may need further development to be considered for future opportunities.
- **Change Management:** Organizations that are undergoing significant change, such as mergers, acquisitions, or digital transformation, can use MADCs to prepare their workforce for these transitions. By assessing and developing the skills needed to navigate change, MADCs can help reduce resistance and ensure a smoother transition.

B. Enhancing Employee Engagement and Retention

One of the primary benefits of MADCs is their ability to enhance employee engagement and retention. Employees who feel that their organization is invested in their development are more likely to be motivated and committed to their work.

- **Employee Empowerment:** The personalized nature of Development Centres empowers employees to take control of their own career development. This empowerment can lead to increased job satisfaction and a stronger sense of loyalty to the organization.
- **Recognition and Reward:** MADCs can also serve as a form of recognition and reward for high-performing employees. Being selected to participate in a Development Centre can be seen as a vote of confidence in an employee's potential, which can boost their morale and motivation.
- **Reducing Turnover:** By providing clear pathways for career progression and development, MADCs can help reduce employee turnover. Employees who see opportunities for growth within their current organization are less likely to seek new opportunities elsewhere.

C. Driving Organizational Culture and Values

MADCs can also play a significant role in shaping and reinforcing organizational culture and values. Through the assessment and development processes, organizations can emphasize the behaviors and competencies that are most aligned with their cultural values.

- **Cultural Fit in Assessments:** Assessing cultural fit is an important aspect of MADCs. Organizations can use these centres to evaluate how well employees' values and behaviors align with the organization's culture. This is particularly important in leadership assessments, where cultural fit can significantly impact an individual's effectiveness in a leadership role.

- **Promoting Diversity and Inclusion:** MADCs can be used to promote diversity and inclusion within the organization. By ensuring that assessments are fair and unbiased, organizations can identify and develop a diverse pool of talent. Additionally, Development Centres can provide targeted support for underrepresented groups, helping to create a more inclusive workplace.

16.7.4 Challenges and Considerations in Implementing MADCs

While MADCs offer significant benefits, their implementation is not without challenges. Organizations must carefully consider these challenges to ensure the success of their MADCs.

A. Cost and Resource Management

As previously discussed, MADCs can be resource-intensive, requiring significant investments in time, money, and human resources. Organizations need to manage these resources effectively to maximize the return on investment.

- **Balancing Costs and Benefits:** Organizations must weigh the costs of implementing MADCs against the potential benefits. This requires a clear understanding of the strategic objectives of the MADC and how it will contribute to the organization's overall goals. Cost-effective solutions, such as leveraging digital platforms or partnering with external providers, can help organizations manage costs.
- **Resource Allocation:** Effective resource allocation is crucial for the success of MADCs. Organizations need to ensure that they have the right mix of internal and external resources, including skilled assessors, facilitators, and technology platforms. Additionally, organizations must allocate sufficient time for participants to fully engage in the process without disrupting their regular work responsibilities.

B. Ensuring Objectivity and Fairness

Maintaining objectivity and fairness in assessments is a significant challenge for MADCs. Any perceived bias or unfairness can undermine the credibility of the process and lead to dissatisfaction among participants.

- **Training Assessors:** Training assessors to recognize and mitigate their own biases is essential for ensuring fairness in the assessment process. Organizations should provide regular training on unconscious bias and cultural sensitivity to help assessors make more objective evaluations.
- **Standardizing Assessment Criteria:** Standardizing the criteria used in assessments can also help reduce subjectivity. Organizations should develop clear and consistent guidelines for assessors, including specific competencies and behaviors to be evaluated. This standardization can help ensure that all participants are assessed on the same basis, leading to more accurate and reliable results.

- **Transparency in Feedback:** Providing transparent and constructive feedback is crucial for maintaining the trust and engagement of participants. Organizations should ensure that feedback is based on objective criteria and is delivered in a supportive manner. This transparency can help participants understand the reasons behind their assessment results and how they can improve.

C. Overcoming Resistance to Participation

Resistance to participation is another common challenge in MADCs. Employees may be hesitant to engage in the process due to fear of evaluation, uncertainty about the benefits, or concerns about the time commitment involved.

- **Communicating the Benefits:** Clear communication about the benefits of participating in MADCs is essential for overcoming resistance. Organizations should emphasize the developmental nature of the process and how it can support employees' career growth. Providing examples of past participants who have benefited from MADCs can also help build trust and encourage participation.
- **Creating a Supportive Environment:** Creating a supportive environment where participants feel safe to take risks and make mistakes is also important. Organizations should emphasize that MADCs are a learning experience, not a pass/fail test, and that the goal is to help employees grow and develop.
- **Incentivizing Participation:** Providing incentives for participation, such as recognition, rewards, or career advancement opportunities, can also help motivate employees to engage in the process. These incentives can be particularly effective for encouraging participation among high-potential employees who may be hesitant to step outside their comfort zone.

D. Adapting to Changing Organizational Needs

Finally, organizations must be prepared to adapt their MADCs to changing needs and circumstances. The skills and competencies required for success in today's business environment may differ significantly from those needed in the past, and organizations need to be agile in their approach to MADCs.

- **Continuous Improvement:** Organizations should regularly review and update their MADCs to ensure they remain relevant and effective. This may involve incorporating new assessment methods, updating development programs to reflect emerging skills, or adapting the process to reflect changes in the organization's strategy or culture.
- **Leveraging Technology:** As previously mentioned, technology plays a key role in the evolution of MADCs. Organizations should stay informed about the latest technological advancements and consider how they can be integrated into their MADCs. For example, new AI-driven assessment tools or virtual reality simulations can provide more accurate and immersive experiences for participants.

- **Feedback Loops:** Creating feedback loops is essential for continuous improvement. Organizations should gather feedback from participants, assessors, and other stakeholders to identify areas for improvement and make necessary adjustments. This feedback can help ensure that MADCs remain effective and aligned with the organization's goals.

16.7.5 Best Practices for Successful MADCs

To maximize the effectiveness of MADCs, organizations should adopt best practices that reflect the latest research and experience in this field.

A. Clear Objective Setting

Setting clear objectives is the foundation of a successful MADC. Organizations should define what they hope to achieve through the MADC, whether it's identifying leadership potential, developing specific skills, or supporting succession planning.

- **SMART Objectives:** Using the SMART criteria (Specific, Measurable, Achievable, Relevant, and Time-bound) can help organizations set clear and actionable objectives for their MADCs. These objectives should be aligned with the organization's overall strategy and should be communicated to all participants and stakeholders.

B. Integration with Talent Management Systems

Integrating MADCs with the organization's broader talent management systems can enhance their effectiveness and ensure that the insights gained from the MADC are used to inform other HR processes.

- **Linking to Performance Management:** Linking MADC outcomes to performance management can help ensure that the development plans created during the MADC are implemented and monitored over time. This integration can also provide a more comprehensive view of an employee's performance and potential.
- **Supporting Career Development:** MADCs should be closely linked to the organization's career development programs. This ensures that the insights gained from the MADC are used to support employees' long-term career growth and progression within the organization.

C. Customization and Flexibility

Customizing MADCs to reflect the specific needs of the organization and its employees can enhance their relevance and effectiveness. This customization may involve tailoring the

assessment methods, development programs, or feedback processes to reflect the unique challenges and opportunities facing the organization.

- **Tailored Development Plans:** Customizing development plans to reflect the specific needs and aspirations of individual employees can enhance the effectiveness of MADCs. This approach ensures that employees receive the support they need to achieve their career goals and contribute to the organization's success.
- **Flexible Delivery Methods:** Offering flexibility in how MADCs are delivered can also enhance their accessibility and appeal. For example, organizations may offer a mix of in-person, virtual, and hybrid MADCs to accommodate different preferences and needs.

D. Ongoing Support and Follow-Up

Providing ongoing support and follow-up after the MADC is crucial for ensuring that the development plans created during the process are implemented and that participants continue to grow and develop.

- **Coaching and Mentoring:** Offering coaching and mentoring support can help participants apply the insights gained from the MADC and continue their development journey. This ongoing support can be particularly valuable for employees who are preparing for leadership roles or other significant career transitions.
- **Regular Progress Reviews:** Conducting regular progress reviews can help ensure that participants stay on track with their development plans. These reviews can also provide an opportunity to adjust the plans as needed to reflect changing circumstances or new opportunities.

16.7.6 The Future of MADCs

Looking ahead, the future of MADCs is likely to be shaped by ongoing technological advancements, changes in the nature of work, and evolving organizational needs.

A. The Role of AI and Automation

As AI and automation continue to advance, they are likely to play an increasingly important role in MADCs. These technologies have the potential to enhance the accuracy, efficiency, and scalability of assessments and development programs.

- **Predictive Analytics:** AI-driven predictive analytics can help organizations identify high-potential employees earlier in their careers, allowing for more targeted development efforts. These tools can also help organizations anticipate future skill needs and tailor their MADCs accordingly.
- **Automated Feedback:** Automation can also be used to provide more timely and personalized feedback to participants. For example, AI-driven platforms can analyze

assessment results and generate customized feedback reports in real-time, providing participants with immediate insights and guidance.

B. The Rise of Virtual and Augmented Reality

Virtual and augmented reality (VR/AR) technologies are likely to become more prevalent in MADCs as they offer new ways to assess and develop employees.

- **Immersive Simulations:** VR/AR can be used to create immersive simulations that mimic real-world business challenges, providing a more engaging and realistic assessment experience. These technologies can also be used to deliver interactive development programs that allow participants to practice new skills in a safe and controlled environment.
- **Global Collaboration:** VR/AR can also facilitate global collaboration by allowing participants from different locations to interact in a shared virtual space. This can enhance the diversity of perspectives and experiences in MADCs, leading to more innovative and effective solutions.

C. Emphasis on Emotional Intelligence and Soft Skills

As the nature of work continues to evolve, there is likely to be a growing emphasis on emotional intelligence and soft skills in MADCs. These skills are increasingly recognized as critical for success in today's complex and dynamic business environment.

- **Assessing Emotional Intelligence:** Organizations may place greater emphasis on assessing emotional intelligence as part of their MADCs. This could involve using advanced assessment tools that measure participants' ability to understand and manage their own emotions, as well as their ability to empathize with and influence others.
- **Developing Soft Skills:** In addition to assessing emotional intelligence, organizations may also place greater emphasis on developing soft skills, such as communication, teamwork, and adaptability. These skills are essential for effective leadership and collaboration, particularly in a rapidly changing and increasingly digital work environment.

16.7.7 Conclusion

Mentoring, Assessment, and Development Centres (MADCs) are powerful tools for identifying and developing talent within organizations. Their effectiveness, however, depends on careful planning, strategic alignment, and ongoing adaptation to changing needs and circumstances. By understanding the advanced insights, strategic implications, and challenges associated with MADCs, organizations can maximize their impact and ensure that they remain a critical component of their talent management strategy.

As technology continues to evolve and the nature of work changes, MADCs will need to adapt to remain relevant and effective. Organizations that embrace these changes and continue to invest in their MADCs will be well-positioned to develop the leaders and workforce they need to succeed in the future. The key to success lies in balancing the use of cutting-edge technologies with a deep understanding of human behavior and organizational dynamics, ensuring that MADCs remain both innovative and grounded in the principles of effective talent management.

16.8 SUMMARY

Mentoring, Assessment, and Development Centres (MADCs) are essential tools for modern organizations aiming to develop their employees, nurture future leaders, and align individual goals with organizational objectives. These centres offer a structured approach to employee development, combining various methods such as psychometric testing, simulation exercises, and 360-degree feedback to provide a comprehensive assessment of an individual's skills and potential.

The objectives of MADCs are focused on enhancing skills, promoting career progression, improving employee retention, and ensuring that the workforce is aligned with the organization's strategic goals. However, the implementation of MADCs comes with challenges, including the need for significant resources, potential subjectivity in assessments, and resistance to change among employees.

The voucher system offers a flexible and personalized approach to employee development, empowering individuals to take charge of their learning. However, this system also has its limitations, including the risk of inconsistent outcomes and the potential for budget constraints to limit access to development resources.

In conclusion, while MADCs provide significant benefits, organizations must carefully consider their design, implementation, and management to ensure that they effectively contribute to both individual and organizational success.



16.9 GLOSSARY

1. **Mentoring:** A process of guidance provided by a more experienced person to a less experienced individual to support their career development.
2. **Assessment Centre:** A systematic method used to evaluate individuals' competencies through various exercises, tests, and observations.
3. **Development Centre:** A centre focused on the growth and preparation of employees for future roles within an organization.
4. **360-Degree Feedback:** A feedback process where employees receive confidential, anonymous feedback from their peers, subordinates, supervisors, and sometimes even customers.
5. **Psychometric Testing:** Tests designed to measure cognitive abilities, personality traits, and other psychological attributes, often used in the assessment of candidates for various roles.
6. **Simulation Exercises:** Activities that mimic real-life business scenarios to assess participants' abilities in areas such as problem-solving, decision-making, and leadership.
7. **Voucher System:** A mechanism where employees are given vouchers or credits to access various development resources or programs of their choice, allowing for personalized learning and development.



16.10 Check Your Progress-

Q1. Multiple-choice questions (MCQs)

1. What is the primary purpose of a Development Centre in an organizational setting?
 - a) To assess employee performance
 - b) To provide training and development programs
 - c) To identify and develop future leaders
 - d) To conduct performance appraisals

2. Which of the following is a benefit of mentoring in a training program?
 - a) Improved employee retention
 - b) Increased training costs
 - c) Enhanced technical skills
 - d) Reduced training time

3. What is the role of technology in a Development Centre?
 - a) To replace human assessors
 - b) To provide online training modules
 - c) To enhance the assessment process with data analytics
 - d) To reduce the need for mentoring

4. What type of assessment is commonly used in a Development Centre to identify leadership potential?
 - a) Psychometric tests

- b) 360-degree feedback
- c) Performance evaluations
- d) All of the above

5. What is the ultimate goal of a Mentoring, Assessment, and Development Centre program in an organization?

- a) To improve employee performance
- b) To increase employee satisfaction
- c) To develop future leaders and enhance organizational capability
- d) To reduce training costs

Q2.fill-in-the-blanks:

1. The concept of MADCs originated in _____ settings.

2. MADCs provide a structured approach to identifying and nurturing _____ within the organization.

- 3.The voucher system in MADCs empowers employees and supports _____ development

4. MADCs help bridge the gap between the current skill set of employees and the competencies required for _____ role.

5. The success of MADCs can be difficult to measure, particularly in the _____ term.

Q3. True/false statements

1. True or False: A Development Centre is primarily used for assessing employee performance.
2. True or False: Mentoring is a one-way process where the mentor provides guidance and support to the mentee.
3. True or False: Technology is not used in Development Centres.
4. True or False: A Development Centre program focuses on developing leadership and soft skills
5. True or False: The ultimate goal is to develop future leaders and enhance organizational capability

Q4. SHORT QUESTIONS

1. **What is the main purpose of mentoring?**
2. **Name two methods used in Assessment Centres.**
3. **What is a Development Centre focused on?**



16.11 ANSWERS TO CHECK YOUR PROGRESS

Q1.MCQ Answer

1.-c) To identify and develop future leaders , 2. -a) Improved employee retention, 3.- c) To enhance the assessment process with data analytics, 4. -d) All of the above, 5.- c) To develop future leaders and enhance organizational capability.

Q2. Fill-in the blanks Answer

1.Military, 2. Talent, 3.Personalized, 4.Higher, 5. Short.

Q3. True/false statements Answers-

1.FALSE (A Development Centre is used for identifying and developing future leaders)

2. FALSE (Mentoring is a two-way process where both the mentor and mentee learn from each other)

3. FALSE (Technology is used to enhance the assessment process with data analytics)

4. True.

5.True.

Q4. Short Questions Answer

1.The main purpose of mentoring is to guide and support less experienced employees in developing their skills, knowledge, and confidence for career advancement.

Q2.Psychometric Testing: Used to assess cognitive abilities, personality traits, and other psychological attributes,**Simulation Exercises:** Used to place participants in realistic scenarios to assess a wide range of competencies.

Q3.A Development Centre is focused on the growth and development of employees, helping them prepare for future roles within the organization.

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16.14 TERMINAL QUESTIONS

1. Discuss the role of Mentoring, Assessment, and Development Centres in modern organizations.

2. **Explain the benefits and challenges associated with the implementation of Assessment Centres.**
3. **What are the key differences between Mentoring and Development Centres?**
4. **How does the voucher system contribute to employee development in organizations?**

Critically evaluate the limitations of Mentoring, Assessment, and Development Centres.



16.15 CASE LET

XYZ Corporation, a leading IT services company, recognized the need to enhance employee performance and leadership development. To address this, they established an Assessment, Mentoring, and Development Centre (AMDC) program. This case study explores the effectiveness of the AMDC program in improving employee performance and leadership capabilities.

Background

XYZ Corporation faced challenges in employee retention, skill gaps, and leadership development. To address these issues, the AMDC program was designed to:

1. Assess employee strengths, weaknesses, and development needs
2. Provide personalized mentoring and coaching
3. Offer targeted development centre training

Methodology

The AMDC program consisted of:

1. Assessment: Psychometric tests, 360-degree feedback, and performance evaluations
2. Mentoring: One-on-one coaching with experienced leaders
3. Development Centre Training: Workshops, case studies, and group activities

Participants

100 employees from various departments and levels participated in the AMDC program.

Results

After six months, participants demonstrated:

1. Improved job performance (25% increase)
2. Enhanced leadership skills (30% increase)
3. Increased employee satisfaction (20% increase)
4. Reduced turnover rate (15% decrease)

Conclusion

The AMDC program significantly improved employee performance, leadership capabilities, and job satisfaction. XYZ Corporation recognized the value of investing in employee development and plans to expand the program.

Questions:

1. What were the primary challenges faced by XYZ Corporation, and how did the AMDC program address them?
2. Describe the methodology used in the AMDC program.
3. What were the key results of the AMDC program, and how did they impact XYZ Corporation?
4. What recommendations would you make to enhance the AMDC program's effectiveness?
5. How can the AMDC program be replicated in other organizations to improve employee performance and leadership development?

Block – IV

Block Title- Integrating Training And Development

UNIT 17 APPROACHES TO EXECUTIVE DEVELOPMENT

17.1 Introduction

17.2 Objectives

17.3. Meaning of Executive Development

17.4 Features of Executive Development

17.5 Objectives of Executive Development

17.6 Importance of Executive Development

17.6.1 Shortage of Trained Managers

17.6.2 Complexity of Management Jobs

17.6.3 Technological and Social Changes

17.6.4 Social Responsibility of Management

17.6.5 Unending Process

17.7 Process of Executive Development

17.7.1 Identifying Development Needs

17.7.2 Appraisal of Present Managerial Talent

17.7.3 Inventory of Executive Manpower

17.7.4 Developing Development Programmes

17.7.5 Conducting Development Programmes

17.7.6 Evaluating Development Programmes

17.8 Methods/Techniques of Executive Development Programmes

17.8.1 On-the-job techniques

17.8.2 Off-the job techniques

17.9 Informal Approaches to Executive Development

17.9.1 Self-Assessment

17.9.2 Self Directed Development

17.9.3 Self Learning Styles

17.10 Summary

17.11 Glossary

17.12 Answer to Check Your Progress

17.13 Reference/ Bibliography

17.14 Suggested Readings

17.15 Terminal & Model Questions

17.1 INTRODUCTION

In the previous unit you learnt that training and development of the employees of an organization is an important way of improving the efficiency and effectiveness of that organization. You have also previously studied the various methods of training and developing the employees. You know that training is externally stimulated and development is internally/self stimulated. Thus executives should be internally motivated. Executive development will be the focus of this chapter.

In this unit, you will study the executive development, its objectives, its principles and finally the various approaches adopted for executive development.

In order to improve the organisational performance it is not only the employee training and development that should occur but it is also executive training and development which is equally important. Taking the example of a car, apart from repairing the parts like tyres, windows and other accessories, it is also important to service the engine of the car. This can be compared to the employees and the executives of the organization. The employees do the actual work but the planning of the same is done by the executives. Thus it can be concluded that training and development is equally important for the executives to learn new skills and apply them for the betterment of the organization.

17.2 OBJECTIVES

After reading this unit you will be able to:

- Understand the meaning and various features of executive development.
- Explain the objectives of executive development.
- Describe the process and importance of executive development.
- Learn the techniques of executive development programmes including formal and informal approaches.
- Summarize the principles of executive development programmes.

17.3 MEANING OF EXECUTIVE DEVELOPMENT

Executive development is a planned and systematic process of improving the learning and facilitating growth of managerial personnel. Executive development helps personnel improve their behaviour in order to improve their overall performance. This improvement in behaviour due to executive development programmes not only helps with their present jobs but also helps them to be future ready and makes them to take up future challenges. With the help of managerial development, personnel gain and apply learnt skills, knowledge and attitudes so as to efficiently and effectively manage their work in the organisations.

According to Michael J. Jucius, "Executive development is the programme by which executive capacities to achieve desired objectives is increased."

According to Edwin B. Flippo, "Management development includes the process by which the managers and executives acquire not only skills and competency in their present jobs but also capabilities for future managerial tasks of increasing difficulty and scope."

Thus we can say that executive development helps improve the current as well as future managerial performance. such programmes are required at all the executive levels- top, middle and lower, who direct, coordinate and control the various activities of the employees and the organization.

17.4 FEATURES OF EXECUTIVE DEVELOPMENT

From the meaning and definitions discussed above, we can list features of executive development:

- Executive development is a planned and systematic process of learning.
- It is a continuous process as there is no end to learning and it continues throughout the life of an executive .
- It is also a long term process because gaining managerial skills is not an easy and quick task. It needs a lot of dedication and hard work.
- Executive development is internally motivated development. As we have already discussed that development cannot happen as long as the managerial personnel have the urge to learn from within. This particular urge must exist and the managerial personnel is just given encouragement and opportunity by the organization for effective learning.

- The ultimate aim of executive development is to improve the performance level of the managerial personnel for their present as well for their future organisational commitments.

17.5 OBJECTIVES OF EXECUTIVE DEVELOPMENT

The very basic and continuous objectives of executive development programmes are mentioned below:

- To impart basic skills to new entrants so as to improve their conceptual and problem solving skills.
- To improve the performance of individuals at all levels in their present jobs as well as developing the skills that they require in their fields for the future.
- To build up competent officers for promotions as they will occupy responsible positions in the organization in the coming future.
- To prevent obsolescence of senior executives through exposing them to the recent developments and techniques in their concerned areas of specialization.
- helps in implementing and using latest management techniques in place of traditional techniques in order to improve productivity.
- providing opportunities to managerial executives at all levels to fulfill their career advancement dreams.
- ensure optimum utilization of managerial as well as non-managerial resources of the organization.
- influencing the behavior of the workers of the organization by setting examples of learning by the managerial personnel in turn motivating them to learn and advance themselves in their careers.
- helping to introduce change within the organization by developing the managerial executives into change agents.



Check Your Progress-A

Q1. Explain the meaning of executive development?

Q2. Discuss the important features of executive development. Also list its objectives.

17.6 IMPORTANCE OF EXECUTIVE DEVELOPMENT

Executive development is a newer concept as previously it was said that managers are born and not made. But with the introduction of the concept of executive development this conception was stated to be wrong. If people are given opportunities for learning and development they can be converted into good managers. Every worker can be a good manager nowadays but this does not happen with experience alone, their needs to be proper development programmes for workers for them to learn the abilities to lead and motivate people, for them to convert into executives.

Hence the importance of executive development programmes can be judged through the following mentioned points:

17.6.1 Lack of Trained Managers - Due to lack of trained managers, it becomes very tedious to recruit and select the best managerial personnel for various managerial positions from the market sources. Therefore, it becomes very important for the organisation to develop the trained, talented and able employees through a systematic development techniques and processes. The organisation must have enough of manpower inventory for future organisational needs.

17.6.2 Management jobs are complex in nature - As we know that the process carrying management functions is a very complex job, requires a special kind of skills, rules, knowledge and attitudes which can only be learnt by systematic process through various development programmes during training. Due to this the management has now been developed as an important aspect of science and recognised as a distinct branch of

knowledge. Various Management Development programmes have been developed and implemented by the various business schools, universities, colleges and institutions where both the science as well as the art of handling and managing the people is taught in a well prescribed manner.

17.6.3 Technical advancement and Socio-cultural Changes - With the rapid growth of technology and socio-cultural advancement, the modern society requires to develop the executive talent who can cope and work in a efficient way to meet these global developments. The various factors like innovation, automation, computers, rising market competition, government laws, labor reforms, the rise of trade unions etc. Similarly with globalisation the social and cultural issues of various regions has to be studied in detail so that the executives development programmes can be designed accordingly. Based on these designed programmes the executives are trained.

17.6.4 Corporate Social Responsibility of Management - The corporate social responsibility(CSR) of management has widely been recognised the most important aspect by the business leaders because of completion and various laws that has been made mandatory for various companies. The increased management task and leadership responsibilities towards the society has been increasing with time. The philosophy of the management have being changed from profit centric to society centric. The corporate social responsibility is one of the latest aspect of business environment which is equally important for any organisation, irrespective of its size or area of operations.

17.6.5 Continuous and dynamic Process - The executive development is an continuous and dynamic process. The process must continues throughout the working of an organisation. As from dynamic point of view, it can be changed as per situational requirements of the firm. These enable the organisation to develop future managers and meet growing global challenges.

Hence we can say that management development programmes are very important for growth of an organisation to meet market challenges. The efficient is management system, the better are the results and productivity of the organisation. The executive development should be carried out on continuous basis.

17.7 EXECUTIVE DEVELOPMENT STEPS

As we know that for any learning module , executive development also involves various steps that are to be carried in a well defined sequential manner. There are six sequential steps that are involved in the process of executive development.

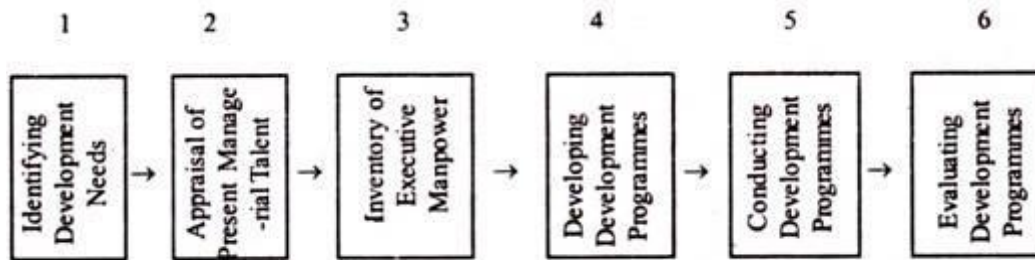


Fig. 11.1: Executive Development Process

17.7.1 Identifying need development and setting of objectives : The first step of the executive development program (EDP) is to identifying the developmental needs of the firm. The future and present need that are required by the organization are identified. They can be related to individuals, organization or both. After identification of these needs the priorities are assigned to the found needs. The objectives are formed to fulfill these needs in an efficient manner.

17.7.2 Checking of existing managerial talent: In the second step the appraisal of the existing organizational managerial (executive) talent is carried out. During appraisal process a qualitative assessment of the existing, presently working managers is done. After this, the performance level of every executive is compared with the set standards assigned to him. The mismatch in the standards is calculated for every executive.

17.7.3 Preparation of Manpower Inventory of Executives: With the help of human resource planning (HRP), an inventory schedule is prepared to have complete data and information about each executive working at each respective position. The personal information regarding the executive's age, education, work experience, health, psychological testing results, performance-potential appraisal, etc. are collected in a systematic manner for analysis.

An analysis of such inventory shows the strengths and also identifies the shortcomings and weaknesses of the executives on certain aspects related to the future needs and requirements of their organization.

17.7.4 Development of Executive Programmes: With the analysis of the inventory of executives, the strengths and weaknesses of each executive is known, the development programmes are made as per the requirements of executives. The development programmes focus on individual executive needs such as skill development, changing roles, attitudes, and knowledge acquisition etc.

17.7.5 Carrying out of Development Programmes: At this step, the executive or manager actually participates in development programmes. As we know that each manager has a unique set of physical, intellectual and emotional characteristics. The requirements are also

unique. So to meet such requirements, different development programmes are developed to meet respective executive requirements. These development programmes may be on-the-job or off-the-job programmes designed either by the organisation itself or through outsourcing by any third party.

17.7.6 Evaluation of Development Programmes: The executive development programmes are evaluated to check the level of improvements made through them. This step enables the organization to understand effectiveness of the development programme. The feedback from executives also help the organization to make necessary changes in the executive development programme schedule.

17.8 VARIOUS TECHNIQUES OF EXECUTIVE DEVELOPMENT PROGRAMMES

There are several types of executive or management development techniques depending on their need.

These executive development techniques often used are lectures, seminars, conferences, group discussions(GD's), process of case studies, outside reading, role playing techniques, workshops, etc. Apart from these the methods of job rotation, coaching and counselling, executive development related management courses in reputed business school, institutes and universities, in-basket techniques, business related games and Sensitivity training programmes, etc.

Every method or techniques has its own unique character and purpose. As mentioned by Edwin Flippo, "the methods or techniques such as in-basket methods, business related games, and case studies help in developing the decision-making skills in executives , where as role-playing method, sensitivity training programme are likely to develop interpersonal skills in executive trainees. The method like special projects, counselling, etc. meet the specific training needs of executives while on the job-experience, coaching and understudy provide the executives with job related knowledge as required by the organisation."

Various methods of executive development can be discussed below:

17.8.1 On the job Methods: The on the job methods can be further divided into further six sub methods

(a) Special projects

(b) Job rotation process

- (c) Selective Reading
- (d) Coaching
- (e) Understudy Method
- (f) Committee assignments

17.8.2 Off the job Methods: The off the job methods can be further divided into further eight sub methods:-

- (a) Sensitivity training process/ T- groups
- (b) Process of role playing
- (c) In-basket games
- (d) Business related games
- (e) Case study method
- (f) Simulation techniques
- (g) Incident techniques
- (h) Lectures, Conferences

17.8.1 On the job Methods:

The On-the-job method is most popular method for developing executive. In this case, both the trainee executive and trainer are not free from the pressure of their executive routine duties. Some of the most commonly used methods of executive development which fall under the category of on the job techniques are discussed below:

(a) Special projects: In this case executive trainee is assigned a special project involving authority and responsibility. The executive trainee is required to study the project, understand the various problem, and suggest appropriate solutions, and make a recommendation on the viability of the project of the organisation.

(b) Job rotation process: In the job rotation method, the executives are shifted or moved from one job to another in order to enable them to learn and develop all-round knowledge about various jobs. Job rotation is designed for beginning level executives and managers

while planned progression is more likely to occur at higher managerial levels within the organisation.

The Advantages of job rotation are:

- (i) The process job rotation roots removes monotony and boredom of executives in an organisation.
- (ii) The job rotation enables development of new ideas, that come from the executives.
- (iii) The job rotation provides similar platform for all the executive trainees for their growth, development and promotion related processes.
- (iv) The job rotation assists the organisation to test the talents, abilities, behaviour and intelligence of the executive related to various positions.

The disadvantages of job rotation are:

- (i) Job rotation may result in decreased production and inefficiency.
- (ii) Job rotation may result in frequent transfers which may lead to family related issues, thus negatively impacting the work life balance of the executive.
- (iii) Job rotation may also result creating an atmosphere of jealousy, non-cooperation, friction within the various departments of organization and among the individuals.

(c) Selective reading: Many organisations maintain large libraries involving a large collection of helpful material on the subjects of interest to the executives. The executives can study and search these notes, articles, books, journals, and magazines for improving their knowledge. The trainee executives, during their free time, they try to exchange their views with other fellow executives in order to learn new ways to looking at things.

(d) Coaching: The process of coaching is the process of on-the-job training of individual executive by the supervisor in the area of specifically defined tasks and functions. This method is very beneficial for orientation of newly recruited employees and for helping them to learn specific jobs. The supervisor must have interpersonal competence and be able to establish helping relationship with the executive trainee.

The advantages coaching method are :

- (i) The coaching method involves learning by doing a particular job.
- (ii) Coaching method does not requires any specialized person or staff as a superior can coach his fellow subordinates.

(iii) It helps in getting instant feedback and any type of queries can be solved.

The disadvantages coaching methods are:

(i) The coach or trainer may impose his ideas, beliefs, and methods of doing the work upon the executive trainee. Thus the coaching method, has to follow the existing management functioning styles and practices rather than developing new innovative styles.

(ii) The success of coaching methods mostly depends on the training ability of the trainer. When the trainer is inexperienced, possesses less knowledge, the executive coaching purpose cannot be solved.

This method of coaching would be effective only if the superior has some extraordinary communicating skills, and if trainer provides a common platform for sharing the ideas with the executive trainee.

(e) Understudy: In this method a person is picked up and subjected to training so that he in future, can assume the full duties and responsibilities of the position which are currently held by the boss. It is also known as attachment method. The aim of this method is to provide a replacement.

The main advantages of understudy method are:

(i) The 'understudy' method ensures replacement of the superior when the situation arises.

(ii) The trainee can be developed to supervise and guide a number of subordinates in a team or in a organisation.

(iii) The 'understudy' method is economical method of executive development.

The main disadvantage of understudy method is that due to biasness a wrong person can be selected as 'understudy'.

(f) Committee assignments: The committee assignments method is almost similar to the special project method. In this the executives trainees become members of specially designed committees that solve specific problems. The committee assignments are very effective in bringing effective and quick executive development.

17.8.2 Off the job methods:

The basic objective Off the job training methods is placing the executive trainees in a specially stimulated and designed environment in which they are exposed to new processes, ideas, new ways of doing things and are in a position to change themselves by studying and analysing their own behaviour while performing a particular job.

The most common and effective off the job methods are discussed below:-

(a) Sensitivity training programmes: The Sensitivity training programmes also known as T-group training techniques. These programmes were developed by Kurt Lewin, a behavioural scientist and popularised by the National Training Laboratories, U.S.A. The sensitivity training is a group experience designed to provide maximum possible opportunity for the individuals to expose their behaviour and provide their valuable feedback. It enables the executives in improving their understanding of human behaviour and developing their ability to read others and predict actions of fellow executives.

The sensitivity training programmes or T-group is a small group consisting of ten to fifteen executives who meet together with no formal agenda and discuss on important problems faced by the organisation. This is an leaderless group and the essence of T-group training is a self- examination and introspection of the behaviour of oneself. It is aimed at bringing about organisational development in an organisation.

(b) Process of role playing: Role playing is often used in assisting the executive trainees to diagnose and solve human relations related problems, it develops insight of problems relating to human interaction within the organisation and to acquire special skills in interpersonal communication with special emphasis on listening and empathy.

During this process a simulated situation is created in which the executive trainees act out the thoughts and behaviour of persons in particular roles as in the organisation. Roles are often played instantly without any kind of rehearsal.

(c) In-basket games: In-Basket games involves simulation of a series of decisions a executive trainee similar to in real life situations. The trainee is presented with pack consisting of files and paper in a basket containing administrative problems often faced by an organization. The executive trainees are now asked to take decisions within specified time limit.

The decisions that are taken by all the executive trainees are recorded and compared with one another. The process of learning occurs as trainees reflect and evaluate the decisions that taken based on customer's complaint, superior's demand, priorities, irrelevant information, etc. By following this process the efficiency of planning and decision making approach are demonstrated. The loopholes can be easily identified with instant feedback. This method enables quick, effective and rapid decision making.

(d) Business related games: These are often called the 'management games', these games include to the classroom related simulation exercises in which different teams consisting of individual executives compete with each other in order to achieve a given goal or an objective. An artificial atmosphere similar to the real life organisational situation is created

in which the participating executives play their specified roles. They enrich their organisation skills through involvement and simulated experience.

The teams usually comprises of two to six members, where each team takes decisions related to various organisation functions such as production, pricing, research and development, advertisement expenditure, marketing issues, and the amount of expected profits by the organisation. The business games help in teaching the executives how to take important and profitable managerial decisions and make the executive trainees aware of the existence of various group related processes, conflicts occurring in an organisation, leadership issues, and ways of maintaining healthy relations with peers in all organisational departments or functional areas.

The management games though are expensive to develop and administer. Hence small organisations cannot afford to implement and manage them.

(e) Case Study Method: The case study method involve diagnostic and problem solving study of usually a written description of some event or set of circumstances on organisational problems providing relevant details. The event is related to usually occurring organisational issues. The method is appropriate in developing analytical and problem solving orientation skills of executives, providing them with practice in applying management concepts, tools and techniques they have learned and enhancing awareness of the management concepts and processes in solving of given cases. The method is very helpful in developing conceptual and functional skills among top level executives of an organization. The main advantage of this method is that, the case study method does not involve any extra costs.

(f) Simulation techniques : The simulation technique is a special training technique conducted via a duplicate environment which just a set up of a real life environment. Under the simulation method a single hour may be equated for a month, or a quarter of a month in real life. Similarly several events may be experienced in a very relatively short span of time.

In simulation technique of executive development, the decisions taken are reversible (if wrong decisions are taken) and less costly to the enterprise. One long-standing drawback of the simulation technique is that it is difficult to duplicate the reality (specially the stress and problems) of actual decision-making on jobs. Hence, the individuals might act differently in real life situations than the actions in simulation exercises.

(g) Incident technique: This techniques combines intellectual ability practical judgment, and social awareness of the executives. The group members are required to address questions to the discussion leader. The procedure is to ask general questions like what, when, where and how of the situation in which an incident developed and who was present at that particular time. After this the executives react why of the behaviour. After having

subjected through this method the executives would be in a position to increase their power to think clearly, incisively and reasonably about specific facts and also about abstractions.

The executives' capacity to modify conclusions arrived at intellectually would also go up. Finally, the executives would be in a position to appreciate the force of other executive's feeling and willing to adjust or implement a decision with useful modifications.

(h) Conferences, lectures: The conference method is used to help executive trainees to develop problem solving capabilities and skills. Group discussions and meetings are the two common techniques often used in various organizations. The trainer initiates the discussion, involves all the trainees in attempting to solve problems and in arriving at important decisions.

The conference trainer must possess necessary skills and capabilities to initiate the discussion in a meaningful way without diverting away from the topic.

The table below highlights the various methods that can be used for gaining the various competencies and skills:-

S.No.	Competency	Methods
1	Decision making skills	In-basket games , Business related games, Case study methods
2	Interpersonal skills	Role playing, T groups
3	Job Knowledge	On-the-Job method, Coaching, Understudy techniques
4	Organizational Knowledge	Job Rotation methods, Multiple Management methods
5	General Knowledge	Special course method , Special Meeting methods, Specific Reading techniques
6	Specific Individual Needs	Special Project techniques, Committee Assignments methods



Check Your Progress- B

Q1. Explain the importance of executive development programmes.

Q2. List the various methods used for executive development.

17.9 INFORMAL APPROACHES TO EXECUTIVE DEVELOPMENT

Whatever methods we have discussed till now form part of the formal approaches that can be adopted to executive development. In these formal approaches the efforts are made by the organization and the executives gain skills due to the efforts of the organization. As opposed to these formal methods, there are certain informal approaches that help the executives to learn effectively. These are discussed below:

17.9.1 Self-Assessment: The executives can assess their performance through assessment of their own performance. If they are unable to meet the targeted objectives, it indicates a development need in the executive.

17.9.2 Self Directed Development: The executives sometimes draw their own personal development plans. These are called self directed development.

17.9.3 Self Learning Styles: This method helps the employees to understand their own learning styles so that they make the best use of their experience and increase effectiveness of developmental activities. They also take the help of colleagues, seniors and mentors to establish what they need to learn and how to learn it.

17.10 SUMMARY

Development happens when the individual is internally motivated. The Executive development is a systematic and planned effort to improve the present and future performances of the executives as per organizational requirements. The executives develop

different kinds of managerial skills and knowledge through these development programmes. The techniques used for such development programmes can be formal or informal in nature. The organization should choose carefully from a range of methods that are available depending upon the skills that need to be developed.



17.11 GLOSSARY

Appraisal: Assessment is the act of assessing someone. It is a formal assessment, sometimes in an interview, of the performance of an employee over a particular period.

Executive: An executive is a person having senior managerial responsibility in a business. The executive is the one who executes plans.

Career Advancement: The Career Advancement is defined as the upward movement of one's career. An individual can progress in an organization by moving from a starting level of job to a higher management position within the organization.

Change Agents: A change agent defines as a person from within or outside the organization who helps the organization to transform itself from one level to other by focusing on matters as organizational effectiveness, improvement, and development.

Competent Officers: Officers of the organization having sufficient skill, knowledge and capability to perform their task efficiently and effectively.

Competency: A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting.

Dogmatic Principles: Dogmatic word has been framed from the Greek word dogma, which means basically 'what one thinks is true'. To follow dogmatic principles is to follow a doctrine relating to morals and faith, a set of beliefs that is passed down and never questioned.

Managerial Tasks: The management of the organization helps in performing the managerial tasks which involve: Planning, Organizing, Leading and Controlling.

Monotony: Monotony refers to a situation when there is lack of variety and interest, the task is tediously repetitive and routine.

Obsolescence: Obsolescence refers to the process of becoming old, outdated and the state of no longer being used.

Performance Appraisal: A performance appraisal is a regular review of an employee's job performance and overall contribution to a company. It evaluates the employee's skills, achievements and growth, or lack thereof.

Pseudo-Knowledge: It is mostly used to mark something that often appears to be but is actually missing. Pseudo-knowledge thus means that the knowledge is not actually present but it appears as if it is there.

Psychological Tests: Psychological tests includes various testing procedures generally used for measuring individual psychological traits and behavior. These test help in studying some specialized aspect of ability.

Qualitative Assessment: Qualitative assessment is focused on understanding how people make meaning of and experience their environment.

Skill: A person's ability to do something well and with expertise.



17.12 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

For Q.1 refer to section 1.3

For Q.2 refer to section 1.4

Check Your Progress –B

For Q.1 refer to section 1.6

For Q.2 refer to section 1.8



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17.15 TERMINAL QUESTIONS

- Q.1 What is executive development? Why is executive development important in today's scenario?
- Q.2 Discuss the steps of the process of executive development programme in detail.
- Q.3 Examine the methods used for executive development programmes. Suggest a suitable method for training store managers giving arguments in favour and against your choice.

UNIT 18 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT

18.1 Introduction

18.2 Management, organisation development, and strategic goals

18.3 15 Steps of a Management and Organisation Development Intervention

18.4 Types of Management and Organisation Development Interventions

18.5 Developing a common language for management development

18.6 The management development grid

18.7 The Management Development Grid

18.8 The Model Explored: Driving Forces and Typical Programmes in Each Sector

18.9 Broad Strategies for Management and Organisation Development Activities

18.10 Summary

18.11 Glossary

18.12 Answer to Check your Progress

18.13 References

18.14 Terminal Questions

Learning Objectives:

Upon completion of this unit, learners should be able to:

1. Strategic Alignment: Understand the interplay between management, organisation development, and strategic goals.
2. Intervention Proficiency: Combine knowledge of the 15 steps and different types of management and organisation development interventions.
3. Management Communication & Tools: Develop a common language for management and familiarize with the management development grid and its associated models.
4. Operational Strategies: Recognize and apply broad strategies for effective management and organisation development activities.

18.1 INTRODUCTION

Organizational Behavior (OB) is an interdisciplinary field that delves deep into the nuances of human behavior within an organizational setup. Since its inception in the early 1900s, OB has metamorphosed, incorporating varying philosophies and methodologies to enhance both individual and organizational performance.

Historical Overview:

1. The Classical View (Early 1900s): This early perspective, deeply rooted in the industrial revolution, championed systematic approaches to work. Management believed in stringent specialization, well-defined chains of command, and centralized decision-making. The quintessence of this era was to amplify efficiency and output by precise management of tasks.

2. The Human Relations Movement (1920s-1930s): A pivotal shift occurred with the human relations movement. The renowned Hawthorne studies at the Western Electric plant illuminated the significance of psychological and social factors in determining productivity and morale. A realization dawned that employees weren't just cogwheels in the vast organizational machinery but had emotional, social, and psychological needs. Consequently, a more participative management style emerged, emphasizing employee needs and a people-centric approach.

Contemporary Perspectives:

The modern discourse in OB is multi-dimensional, taking into account a plethora of factors:

1. Systems Approach: Today's organizations are viewed as dynamic entities composed of interrelated subsystems. These subsystems, ranging from individual roles to entire departments, are interdependent and continually evolving. An organization isn't just influenced by internal behaviors but also by external factors, encompassing socio-political shifts, technological advancements, and market dynamics.

2. Situational Management: One-size-fits-all? Not anymore. The modern manager recognizes that management strategies must be adaptable. Depending on individual personalities, team dynamics, and specific organizational challenges, the approach needs customization. The emphasis is on a balance between control (as championed by the classical view) and flexibility (propagated by the human relations movement).

The Role of Today's Managers:

Managers are no longer just taskmasters. They're behavioral scientists, communicators, motivators, and above all, leaders. Their key responsibilities include:

1. Understanding Behavior: Grasping why employees behave a certain way is critical. Is it motivation, personal circumstances, team dynamics, or organizational culture that drives them?

2. Predicting Behavior: Armed with insights, managers must anticipate how different strategies might influence behavior. This foresight aids in crafting policies that enhance motivation and satisfaction.

3. Managing Behavior: Ultimately, managers leverage their understanding and predictions to sculpt a positive organizational environment. This involves nurturing leadership qualities, fostering effective communication, and ensuring that the organization remains adaptable to external shifts.

Tools for Understanding Organizational Behavior:

Researchers have bequeathed managers with a myriad of tools to dissect and comprehend OB:

1. Direct Observation: A hands-on approach where managers immerse themselves in the daily operations, attending meetings, or just observing daily routines. Such direct interaction offers candid insights into team dynamics, communication channels, and potential areas of conflict.

2. Surveys and Questionnaires: Structured feedback mechanisms can yield quantifiable data about employee satisfaction, team morale, and organizational challenges. Periodic repetition of these surveys can highlight trends and shifts in organizational sentiment.

3. In-depth Interviews: Personal interviews can unearth deeper insights into employee psyche, aspirations, challenges, and opinions. This qualitative data is invaluable for a holistic understanding of OB.

4. Analysis of Organizational Documents: An organization's written records, ranging from annual reports to inter-departmental memos, can offer a treasure trove of information. Scrutinizing these can help identify latent issues, understand management's effectiveness, and gauge the overall organizational health.

In the intricate of organizational growth, understanding and managing human behavior plays a pivotal role. As organizations evolve, the importance of a people-centric approach, underpinned by robust research and an empathetic understanding of human needs and aspirations, remains paramount. Today's manager, equipped with both historical wisdom and modern tools, stands at the vanguard of this endeavor, steering organizations towards success in an ever-changing landscape.

18.2 MANAGEMENT, ORGANISATION DEVELOPMENT, AND STRATEGIC GOALS

Organisations are evolving entities, and their success hinges on the alignment between strategic objectives and management methodologies. As they recognise the pressing need for

change, the emphasis on management and organisational development becomes crucial in propelling towards strategic goals.

Significance of Management and Organisational Development in Strategic Change In modern, dynamic business environments, there's a growing recognition among key decision-makers about the paramount importance of management and organisational development. They acknowledge these as crucial instruments for fostering strategic corporate transformation. Not merely as afterthoughts, these strategies are deemed integral, complementing broader corporate aspirations and directions.

Bridging the Gap: Strategy and Activities Many organisations experience a disconnect between overarching strategy and specific management and organisational development initiatives. The marketplace is inundated with myriad management and organisational development tools, courses, and methodologies. Navigating this vast expanse without strategic direction can be akin to finding a needle in a haystack.

Therefore, some corporations appoint in-house specialists to strategise on these fronts. However, there's a potential pitfall here: the danger of yielding a mere checklist that vaguely aligns with organisational needs. Leaving strategy formulation solely to internal specialists might result in a strategy that's disconnected from the broader corporate vision.

Hierarchy of Strategies and Their Interrelationship Understanding the hierarchy and interconnectedness of various strategies is paramount:

1. **Business Strategy:** The foremost layer, this pertains to the overarching direction and vision of the organisation, dictating what it aims to achieve or become. This forms the foundation upon which other strategies are built.
2. **Management Strategy:** Stemming from the business strategy, the management strategy delves into the intricacies of how the company can accomplish its broader objectives. This encapsulates the necessary management processes, skills, competencies, and attitudes to drive the business strategy.
3. **Management and Organisational Development Strategy:** This strategy pertains to the tools, techniques, and methodologies that will be employed to cultivate the desired management competencies and organisational culture.

Synergy Between Strategies: A Two-Way Street Senior management's role is pivotal in crafting a coherent management strategy, thereby setting clear expectations for organisational development initiatives. This top-down approach should, however, be complemented by a bottom-up feedback mechanism. The insights gained from ground-level organisational development interventions can potentially influence and refine the overarching corporate strategy, leading to a cyclical, iterative refinement process.

A Question of Scale: Corporate vs. Business Unit Strategy The size and structure of an organisation can dictate the level at which the core strategy is crafted. Smaller entities might

have a singular strategy guiding every facet, while larger conglomerates might necessitate nuanced, subsidiary strategies for individual business units.

The intricate interplay between management, organisational development, and strategic goals underscores the importance of a cohesive, holistic approach. Recognising and reinforcing the symbiotic relationships between these elements can steer organisations towards their envisioned future, ensuring adaptability and success in an ever-evolving business landscape.

This passage explores into the importance and process of organizations selecting associates to assist with management and organization development strategies. The focus is on understanding the mutual expectations and objectives before embarking on a project or initiative. Some key takeaways from the provided text include:

1. **Delegation and Specialization:** Many senior managers prefer to delegate certain management and organizational development tasks to individuals or entities that possess specialized knowledge in these areas.
2. **Internal vs. External Partners:** There is a distinction between using in-house experts or external partners. While in-house experts have a more intimate understanding of the company's culture, they might lack the latest insights or approaches. External partners might bring fresh perspectives but will require time to understand the organization's intricacies.
3. **Research-Based Learning:** The book seems to favor learning from direct involvement (action research) over broad data gathering, emphasizing the quality of insights over quantity.
4. **Bridging Understanding Gaps:** Before progress can be made, any understanding gap between the organization and its partner needs to be bridged. This might involve sharing official documents, company accounts, brochures, and more. However, such sources might not always provide the entire picture.
5. **Aligning Strategies with Actual Practices:** The text highlights a discrepancy between what an organization claims as its strategy and how it's portrayed, using the example of a high-tech company that emphasized customer focus but failed to mention customers in its annual report.
6. **Broad Strategic Alignment:** At the beginning of any partnership, it is essential for the client to outline their corporate strategy. This doesn't need to be an exhaustive explanation but should address critical issues and provide clarity on the organization's key priorities.
7. **Management Strategy Cascade:** The corporate strategy informs the management strategy, which details how managers should operate in line with the broader corporate objectives. This connection ensures alignment and cohesion in pursuing the organization's goals.

The text underscores the importance of clear communication, mutual understanding, and strategic alignment when an organization partners with external or internal entities for management and organization development. Proper preparation and alignment can set the foundation for successful interventions and desired outcomes.

18.3 15 STEPS OF A MANAGEMENT AND ORGANISATION DEVELOPMENT INTERVENTION

The "15 steps of a Management and Organisation Development Intervention" outline a systematic approach to implementing change or solving a specific problem within an organization. These steps provide a structured progression, from the inception of the idea or recognition of a problem to the evaluation of the implemented solution. Here's a concise breakdown:

1. **Recognition of a Need or Problem:** The organization identifies a need to change or improve a certain aspect or process.
2. **Acknowledgment of MOD's Role:** There's an understanding that management and organisation development (MOD) can be instrumental in addressing the identified need.
3. **Partner Selection:** The organization chooses an external or internal partner to aid in the MOD aspects of the strategy.
4. **Mutual Understanding:** The organization and its chosen partner ensure they understand each other's expectations, the challenges ahead, and the broader context of the intervention.
5. **Leadership Assignment:** Individuals are assigned or take on the primary responsibility for overseeing and managing the MOD project or program.
6. **Definition of Desired State:** The organization outlines its desired outcome, emphasizing what managerial changes are necessary to achieve the goal.
7. **Assessment of Current State:** There's an evaluation of the current state of affairs, followed by a comparison with the desired state to identify gaps.
8. **Aims Establishment:** Broad objectives for the MOD program are set and agreed upon.
9. **Conceptual Design:** A general outline or framework for the learning process is developed and agreed upon.
10. **Detailed Design:** The individual components or modules of the intervention are detailed out by experts.

11. **Integration:** Ensures that learning is coherent throughout the intervention and adjusts as new insights emerge.
12. **Real-time Evaluation:** Throughout the intervention, there is continuous monitoring to ensure that the actual process aligns with the intended design.
13. **Implementation Planning:** Preparing to put the learned strategies and solutions into practice.
14. **Re-entry:** Once the learning phase is over, there's a transition back into the regular work environment, which involves debriefing and strategizing how to transfer the learned skills or strategies.
15. **Post-Intervention Monitoring:** The organization regularly checks to see if the desired changes are taking effect, reinforcing the new methods when necessary, and evaluating the results against the initial goals.

Overall, these steps underscore the importance of planning, collaboration, continuous evaluation, and adaptation throughout the management and organization development intervention process.

18.4 TYPES OF MANAGEMENT AND ORGANISATION DEVELOPMENT INTERVENTIONS

Management and Organisation Development (MOD) encompasses a vast spectrum of strategies aimed at enhancing organizational and managerial effectiveness. While numerous models and "maps" of MOD exist, their varied sources can often make comprehensive understanding challenging. This discourse underscores the importance of shifting from a theoretical overview of "what exists" to actionable, goal-oriented insights or "where we are trying to get to?" Using real-world examples, like Tech-Test, the book offers practical tools and frameworks. These insights, derived from hands-on experience, are intended to guide practitioners in navigating the complexities of MOD, enabling them to craft effective strategies and approaches tailored to their unique situations.

18.5 DEVELOPING A COMMON LANGUAGE FOR MANAGEMENT DEVELOPMENT

It is often observed that people, when venturing into an unfamiliar territory, struggle to clearly define their expectations. The Tech-Test management development programme exemplified this, with participants entering with diverse and sometimes contrasting aims. This was largely due to a lack of shared terminology and experience. Such discrepancies can

inhibit the effectiveness of developmental programs, leading to mixed results for participants and facilitators.

The Need for Shared Language

Understanding and defining "management and organisation development" is a complex task. Varied interpretations and expectations can lead to misunderstandings and frustrations. Thus, there is a pressing need for a shared language that allows stakeholders to express their needs and expectations in a common framework.

The Complexity of Language and Experience

Language serves as our primary tool for communication. However, since each individual's experiences shape their understanding, the way one perceives and interprets management interventions will vary. This diversity underscores the importance of a shared vocabulary that bridges these differences, while still respecting the uniqueness of individual perspectives.

Mapping the Management Development Ground

The vast landscape of management and organisational development can be visualised in countless ways. This book's intention isn't to provide a definitive map but to offer a framework that has proven beneficial in facilitating mutual understanding between us and our clients. The goal isn't to find a universally "correct" approach but to discover what works in specific contexts.

18.6 THE MANAGEMENT DEVELOPMENT GRID

To address the challenge of varied aims and expectations, we introduced the Management Development Grid. This tool serves two main purposes:

1. **Diagnosis:** It helps identify inconsistencies or contradictions in program objectives before they become problematic.
2. **Direction:** It provides a roadmap for aligning developmental interventions with overarching organisational goals.

Without such a guide, organisations run the risk of pursuing conflicting aims. For instance, some participants might desire industry-specific examples, while others might seek broader insights. These contrasting desires can be hard to reconcile without a guiding framework.

Furthermore, it's vital to understand that not all desired outcomes can coexist. For instance, striving for both uniformity and individuality in managerial behaviours can create confusion.

Principles of the Management Development Grid

The grid is centred around an "outcomes" focus rather than a "product" focus. It is designed to capture the fundamental "why" behind any management development initiative. A crucial question to help unearth this is: "What happens if you don't do this?"

The grid categorises potential answers into four primary sectors. Its simplicity is both its strength and limitation. While it sets the overarching agenda, the specifics of how to achieve these goals are equally crucial and will be discussed in subsequent sections.

Implications and Applications

The Management Development Grid aids in the effective conceptualisation of goals and expectations. Using it as a foundation ensures that subsequent program design is rooted in clear, shared objectives.

For an organisation-focused approach, having a shared framework like the Management Development Grid is invaluable. It facilitates clarity, alignment, and mutual understanding, ensuring that management development programs are both efficient and effective. Individuals might require more granular paths, but at an organisational level, a structured roadmap can make all the difference.

18.7 THE MANAGEMENT DEVELOPMENT GRID

The Management Development Grid presents a comprehensive approach to understanding the different types of managerial and organizational development interventions an organization might pursue. Here's a basic breakdown of the grid:

Two Major Axes:

1. Specificity to the Organization:

- **Generic End:** Activities that address broad, universal management needs irrespective of a particular organization.
- **Specific End:** Activities tailored to address the unique needs and characteristics of a specific organization.

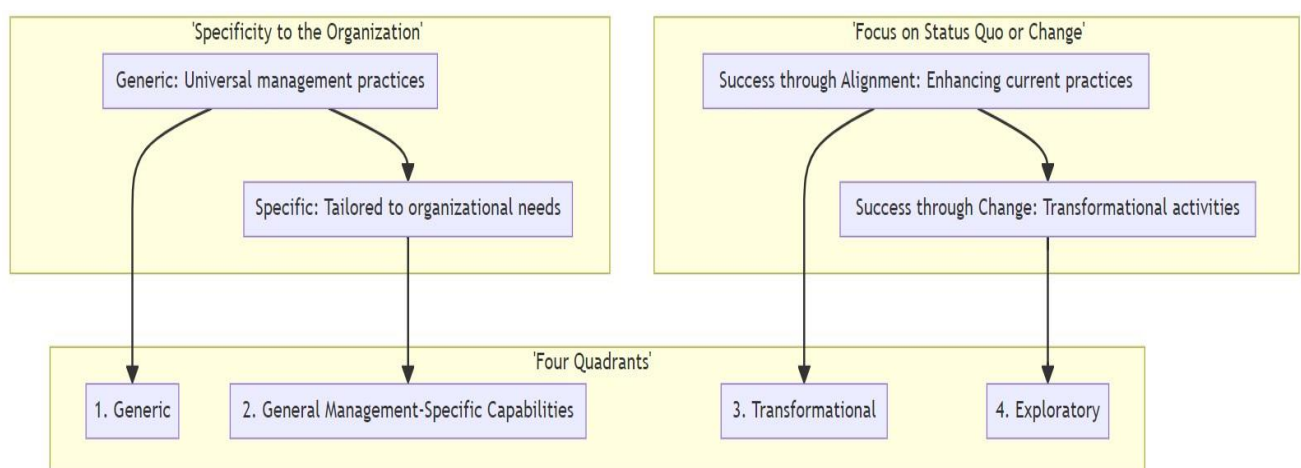
2. Focus on Status Quo or Change:

- **Success through Alignment (Status Quo):** Activities focused on enhancing the performance of managers within the current organizational setup or standard practices prevalent in the industry.
- **Success through Change:** Activities focused on bringing significant changes either within the entire organization or in specific parts, challenging the status quo.

Four Quadrants Derived from these Axes:

1. Generic:

- Aims to enhance general management abilities that are applicable across organizations.
 - Focuses on universally recognized management practices like marketing, accounting, etc.
- 2. General Management-Specific Capabilities:**
- Customized interventions designed for a particular organization's unique needs.
 - Strives to boost organizational performance by honing specialized competencies inherent to the business or industry.
- 3. Transformational:**
- Focuses on changing the organization significantly.
 - Helps managers gain the skills, knowledge, and attitudes necessary to bring about transformational change tailored to the organization's specifics.
- 4. Exploratory:**
- Adventurous in nature, these activities are aimed at drastic changes.
 - Often based on experimenting and trying out new managerial behaviors, skills, and mindsets that aren't entirely clear initially.
 - Promotes a culture of innovation and learning.



Significance of the Grid:

- **Diverse Portfolio:** This grid emphasizes the need for a diverse 'portfolio' of development activities, suggesting that different organizational and developmental needs can't be met with a one-size-fits-all approach.

- **Avoiding Mixed Approaches:** The grid warns against blending the approaches from different quadrants, which can lead to ineffective or conflicting outcomes.
- **Design Principles:** By understanding the unique features and objectives of each quadrant, organizations can design and evaluate interventions more effectively.

In summary, the Management Development Grid offers a strategic framework for organizations to understand, design, and deploy management and organizational development activities. By distinguishing between the core aspects of specificity and focus on change or status quo, it provides clarity on how to cater to diverse developmental needs.

18.8 THE MODEL EXPLORED: DRIVING FORCES AND TYPICAL PROGRAMMES IN EACH SECTOR

Let's break down the main points of the text into a structured overview:

1. Generic Management and Organisation Development Activities

Driving Forces:

- Motivated by a quest for increased efficiency in managerial processes.
- Desire for higher productivity and better control.

Typical Programmes:

- **General Management Programmes:** These focus on broad managerial concepts that apply universally.
- **Specific Skills Programmes:** These focus on improving generic skills and knowledge. They are typically open programmes, which can also offer the advantage of networking with delegates from various organizations.
- **Open Learning:** Offers reusable teaching material, enhancing cost-effectiveness.

2. Specific Capabilities

Driving Forces:

- Pushed by a desire for business consolidation.
- Focuses on integrating and standardizing processes and behaviors in the organization.
- Aims at a common approach, like the Total Quality initiatives.

Typical Programmes:

- Tailored to specific organizational needs.

- Ensure common behavior and skill-sets among participants.
- Induction programmes for new hires.
- Programmes designed for managerial promotions or advancements.

3. Transformational Management and Organisation Development Activities

Driving Forces:

- Propelled by a desire for significant change within the organization.
- Based on visionary leadership and the need for implementing corporate strategies.
- Often involves the pursuit of a 'culture change'.

Typical Programmes:

- Tailored to the organization, especially in alignment with specific organizational goals.
- Focuses on key individuals crucial for strategy success.
- Senior management workshops and 'culture change' programmes are common here.

4. Exploratory Activities

Driving Forces:

- A rather ambiguous drive, primarily oriented towards any kind of difference or change.
- Often thematic, breaking away from established norms.

Typical Programmes:

- Difficult to pin down due to their exploratory nature. Once they become 'typical', they might fit into other categories.
- Activities might include 'Outward Bound' programmes, T-group/encounter group activities, or cross-cultural exchanges. The classification in the grid depends on their specific objectives.

The **Management Development Grid** provides a comprehensive framework that aids organizations in identifying, designing, and deploying management and organizational development activities. By understanding the driving forces behind each quadrant and the typical programs that fall within them, organizations can align their developmental interventions with their strategic goals and desired outcomes. This alignment is crucial for the effectiveness and success of these developmental activities.

18.9 BROAD STRATEGIES FOR MANAGEMENT AND ORGANISATION DEVELOPMENT ACTIVITIES

Organizations must evolve a strategic approach to management and organization development. An intricate relationship exists between Business Strategy, Management Strategy, and Management and Organisation Development Strategy. Within this model, different strategies may be appropriate for distinct kinds of development activities.

Here's a summary of the diverse approaches to Management Development Strategy:

1. The Top-Down Approach

- **Concept:** Management and organisation development should be centralised and driven from the top.
- **Execution:** Senior managers lead the way, with development specialists only assisting in projects owned and managed by line managers.
- **Outcome:** All development activities form an organized and holistic approach.

2. The 'Learning Vanguard' Approach

- **Concept:** The prime competitive advantage is an organization's ability to learn.
- **Execution:** It focuses on being at the forefront of learning, beating competitors to new learning technologies and methodologies.
- **Outcome:** Always being ahead in terms of new management ideas and techniques.

3. The 'Empowerment' Approach

- **Concept:** Empower managers at all levels to take charge of their own development.
- **Execution:** Managers are encouraged to be proactive about their learning, seeking help from both in-house and external resources.
- **Outcome:** A decentralized approach to development where each individual is responsible for their own growth.

4. The 'Community' Approach

- **Concept:** Consistency is key; everyone in the organization should speak the same language and follow similar processes.
- **Execution:** Focus on shared values, goals, and mutual understanding. Typically, a central in-house department oversees ensuring consistency.
- **Outcome:** Ensures that the entire organization is aligned in terms of practices, language, and values.

5. The 'Financial' Approach

- **Concept:** Management and organization development, like all activities, need investments, and these investments should be justified in terms of returns.
- **Execution:** Every development activity is evaluated like a business project. The main criterion is the Return on Investment (ROI).
- **Outcome:** Only those development projects that show a promising ROI compared to other potential investments (like new equipment or products) are pursued.



Each organization, depending on its culture, goals, and management philosophy, will find a mix of these strategies that works best for it. Some might lean heavily on a top-down approach, while others might combine aspects of the learning vanguard and empowerment approaches. Whatever the mix, it's essential for the chosen strategies to be in sync with the broader goals and ethos of the organization. Furthermore, it's also vital to periodically reassess and adjust these strategies based on changing circumstances and organizational needs.

18.10 SUMMARY

This unit provides an insightful exploration into the dynamics of human behavior within organizations and the evolution of management strategies to enhance both individual and organizational performance. The unit traverses through historical perspectives like the Classical View and the Human Relations Movement, highlighting their impact on modern management. Contemporary approaches, including the Systems Approach and Situational Management, emphasize adaptability and the necessity of understanding diverse factors influencing organizational behavior.

Key roles of today's managers are explored, emphasizing their responsibilities in understanding, predicting, and managing behavior. The unit also offers practical tools for understanding organizational behavior, such as direct observation, surveys, and in-depth interviews. The Management Development Grid, a pivotal tool introduced in the unit, aids in aligning developmental interventions with organizational goals.

Moreover, the unit delves into various types of Management and Organization Development (MOD) interventions and strategies, illustrating the importance of strategic alignment in management development. It also highlights the significance of a shared language in management and the need for diverse strategies tailored to an organization's unique context. In essence, the unit underscores the pivotal role of strategic management and organizational development in steering organizations towards success in a rapidly evolving business landscape.



18.11 GLOSSARY

1. **Organizational Behavior (OB):** A field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.
2. **Classical View:** An early management approach, originating in the early 1900s, focused on systematic approaches to work, efficiency, and output through precise management of tasks.
3. **Human Relations Movement:** Emerged in the 1920s-1930s, focusing on the psychological and social aspects of work and acknowledging the emotional, social, and psychological needs of employees.
4. **Systems Approach:** A perspective in modern management that views organizations as dynamic entities composed of interrelated subsystems, influenced by both internal behaviors and external factors.
5. **Situational Management:** A management approach that recognizes the need for adaptable strategies based on individual personalities, team dynamics, and specific organizational challenges.
6. **Management Development Grid:** A tool used in organizational behavior to align developmental interventions with organizational goals, categorizing potential strategies and objectives.
7. **Management and Organization Development (MOD):** Strategies aimed at enhancing organizational and managerial effectiveness, often involving various interventions and developmental activities.
8. **Direct Observation:** A method for understanding organizational behavior where managers immerse themselves in daily operations to gain insights into team dynamics and potential areas of conflict.

9. **Management Strategy:** Part of the hierarchy of organizational strategies, detailing how a company will accomplish its broader objectives through specific management processes, skills, competencies, and attitudes.
10. **Exploratory Activities in Management Development:** These activities are adventurous in nature, aimed at drastic changes, and often based on experimenting with new managerial behaviors, skills, and mindsets.



18.12 ANSWERS TO CHECK YOUR PROGRESS

1. Which approach to management emphasizes the need to understand human behavior and motives?
 - A) Classical View
 - B) Human Relations Movement
 - C) Systems Approach
 - D) Situational ManagementAnswer: B) Human Relations Movement
2. What does the Systems Approach in management focus on?
 - A) Strict hierarchy
 - B) Economic efficiency
 - C) Interrelatedness of various organizational parts
 - D) Individual worker needsAnswer: C) Interrelatedness of various organizational parts
3. Which tool is commonly used for understanding organizational behavior?
 - A) Balance sheets
 - B) Direct observation
 - C) Algorithm analysis
 - D) Product roadmapsAnswer: B) Direct observation
4. What is the main goal of Management Development Grid?
 - A) Tracking financial performance
 - B) Aligning developmental interventions with organizational goals
 - C) Employee performance evaluations
 - D) Inventory managementAnswer: B) Aligning developmental interventions with organizational goals
5. Which of the following is a type of Management and Organization Development (MOD) intervention?
 - A) Market analysis
 - B) Process reengineering

C) Customer feedback implementation

D) Supply chain optimization

Answer: B) Process reengineering

6. What is a key role of today's managers in the context of organizational behavior?

A) Focusing on sales targets

B) Understanding, predicting, and managing behavior

C) Implementing technology solutions

D) Conducting financial audits

Answer: B) Understanding, predicting, and managing behavior

7. Which of the following is not a tool for understanding organizational behavior?

A) Surveys

B) In-depth interviews

C) Direct observation

D) Product demonstrations

Answer: D) Product demonstrations

8. What is emphasized in the Classical View of management?

A) Emotional well-being of employees

B) Efficiency and structure

C) Employee collaboration

D) Adaptability to change

Answer: B) Efficiency and structure

9. What is a primary focus of Situational Management?

A) Standardizing processes

B) Employee hierarchy

C) Adapting to varying circumstances

D) Financial forecasting

Answer: C) Adapting to varying circumstances

10. What does the evolution of management strategies indicate about modern organizations?

A) A shift towards technology-driven processes

B) An increasing focus on global expansion

C) The need for adaptability and understanding diverse influences

D) The move towards decentralized management

Answer: C) The need for adaptability and understanding diverse influences



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18.14 TERMINAL QUESTIONS

1. What is the main focus of Organizational Behavior (OB) in a business context?
2. How did the Classical View approach management and organizational efficiency?
3. What key shift in management perspective was introduced by the Human Relations Movement?
4. Describe the essence of the Systems Approach in understanding organizational behavior.
5. What is the primary objective of Situational Management in modern organizations?
6. How does the Management Development Grid assist in aligning developmental strategies with organizational goals?
7. Define Management and Organization Development (MOD) and its significance in an organizational setting.
8. In what ways is direct observation used to understand and improve organizational behavior?
9. How does a management strategy contribute to the overall success of an organization?
10. What are exploratory activities in management development and why are they important?

UNIT 19 MANAGEMENT TRAINEES AND THEIR EXPECTATIONS

19.1 Introduction

19.2 Who are Management Trainees?

19.3 Objectives of management trainees

19.4 Significance of Management Trainees in Organizations

19.5 Expectations of Management Trainees in Organizations: A Perspective on Indian Enterprises

19.6 Skill Set Requirements of Management Trainees in Indian Organisations

19.7 Evaluation of Management Trainees

19.8 Management trainees vs regular employees

19.9 Summary

19.10 Glossary

19.11 Answer to Check your Progress

19.12 References

19.13 Terminal Questions

Learning Objectives:

Upon completion of this unit, learners should be able to:

1. Define and understand who management trainees are and their objectives.
2. Recognize the significance and specific expectations of management trainees, particularly in Indian enterprises.
3. Identify the essential skill set required for management trainees in Indian organisations.
4. Differentiate between management trainees and regular employees in terms of evaluation and roles.

19.1 INTRODUCTION

Management trainees occupy a critical role where they embark on a comprehensive training journey, preparing them for pivotal management roles within a corporate structure. These individuals are typically immersed in a dynamic learning environment that is designed to provide a full spectrum of knowledge and competencies necessary for organizational leadership.

During their training period, management trainees often shadow experienced senior staff members, including managers and executives, to gain practical insight into business strategies, leadership methods, and the daily complexities of managing an organization's operations. This close mentorship under veteran leadership ensures they acquire nuanced understandings of company culture, core values, and the decision-making processes that drive a successful organization.

One critical aspect of a management trainee's development involves comprehensive education in various departments of the company. They are often rotated through different sectors, from human resources and sales to marketing and finance, to gain a holistic view of the company's functioning. This exposure is instrumental in understanding how different departments interrelate and collaborate, fostering a macroscopic view essential for future leaders.

Furthermore, management trainees are actively involved in real-world business projects and scenarios. They are encouraged to participate in meetings, contribute ideas, and propose innovative solutions to existing challenges. This hands-on approach not only deepens their practical understanding but also helps them develop critical problem-solving skills and the ability to work under pressure.

An essential responsibility that management trainees may undertake is delivering presentations to various stakeholders, including team members, supervisors, or even board members. These presentations could cover a range of topics, from project proposals and business strategies to performance analyses and research findings. This experience is crucial in honing their communication skills, boosting their confidence, and teaching them the art of persuasive, informative speech.

Management trainees might also be tasked with conducting and completing evaluations and analytical reports. These could involve assessing the performance of a department, analyzing market trends, or even scrutinizing the efficacy of company policies. These analytical tasks are paramount in cultivating a data-driven mindset, ensuring that future decisions are informed and evidence-based.

Additionally, these trainees are often provided with formal educational opportunities, including workshops, seminars, and courses, to update and expand their knowledge base. They are also taught the significance of ethical leadership and corporate responsibility, ensuring alignment with legal standards and societal expectations.

Upon successful completion of their training, management trainees are not just familiar with managerial duties but are equipped with the leadership, strategic thinking, and interpersonal

skills essential in influencing teams and contributing significantly to a company's trajectory. This intense, multifaceted training program is designed to produce future leaders capable of steering the organization through various business climates and challenges, making them invaluable assets to the company.

19.2 WHO ARE MANAGEMENT TRAINEES?

A management trainee is an individual specifically recruited by an organization to undergo a period of training with the ultimate goal of assuming a managerial position. These individuals are immersed in a specialized training program, meticulously designed to furnish them with the broad skill set and strategic understanding requisite of a competent manager within the business's unique ecosystem.

The journey of a management trainee is not merely occupational but rather a profound professional pilgrimage. They are scaffolded throughout this journey by existing managers and seasoned personnel who impart not just functional knowledge or procedural know-how but also the art of visionary leadership and strategic governance. This immersive form of mentorship is crucial as it ensures that the trainees learn the ropes through a confluence of experiential learning and strategic insights, preparing them for the challenges that come with managerial responsibilities.

One of the invaluable aspects of being a management trainee is the experiential breadth offered by these programs. Trainees aren't siloed into a single department or function; rather, they are rotated across various operational domains such as finance, sales, marketing, and operations. This holistic organizational exposure is strategic, ensuring that the trainees do not just understand the microcosms of company functions but also comprehend how these individual entities interlock to drive the organization forward.

This comprehensive understanding is pivotal as it ensures that the trainee develops an appreciation for the intricate relationships and dependencies across different departments. It equips them with insights into how the symbiotic relationships between various functions fuel the company's success, ensuring its competitive positioning in the market. They learn that each cog, each position, and each department is a part of a larger mechanism that thrives on collaboration and unified vision.

Furthermore, management trainees are instilled with the ethos of the company, absorbing the culture, mission, and values that form the company's identity. They're made stewards of the company's culture, ensuring that in their future managerial role, they don't just focus on operational success but also on nurturing the organizational culture. They are often involved in projects that require a blend of strategic foresight, operational efficiency, and people management, thereby honing their ability to balance various managerial demands.

Post their training, management trainees are expected to be well-versed with not just the operational aspects of each department but also equipped with critical thinking, leadership

acumen, and decision-making prowess. They are seen as future leaders who would not only manage teams but also inspire innovation and drive change.

In addition to internal workings, management trainees are also exposed to external facets such as client management, market analysis, and competitor evaluation. This 360-degree exposure is integral in shaping a leader who understands the business, both within and outside the organizational boundaries.

The role of a management trainee is both intensive and foundational, often considered a crucible wherein aspirational professionals are transformed into potential leaders. The tailored experiences, challenges, and learning opportunities presented to them are instrumental in shaping competent, insightful managers capable of steering the organization through the multifaceted world of business.

19.3 OBJECTIVES OF MANAGEMENT TRAINEES

Primary Objective:

1. The main goal for a management trainee is to acquire extensive knowledge, develop multifaceted skills, and gain practical experience to evolve into a key influencer and leader within the organization.

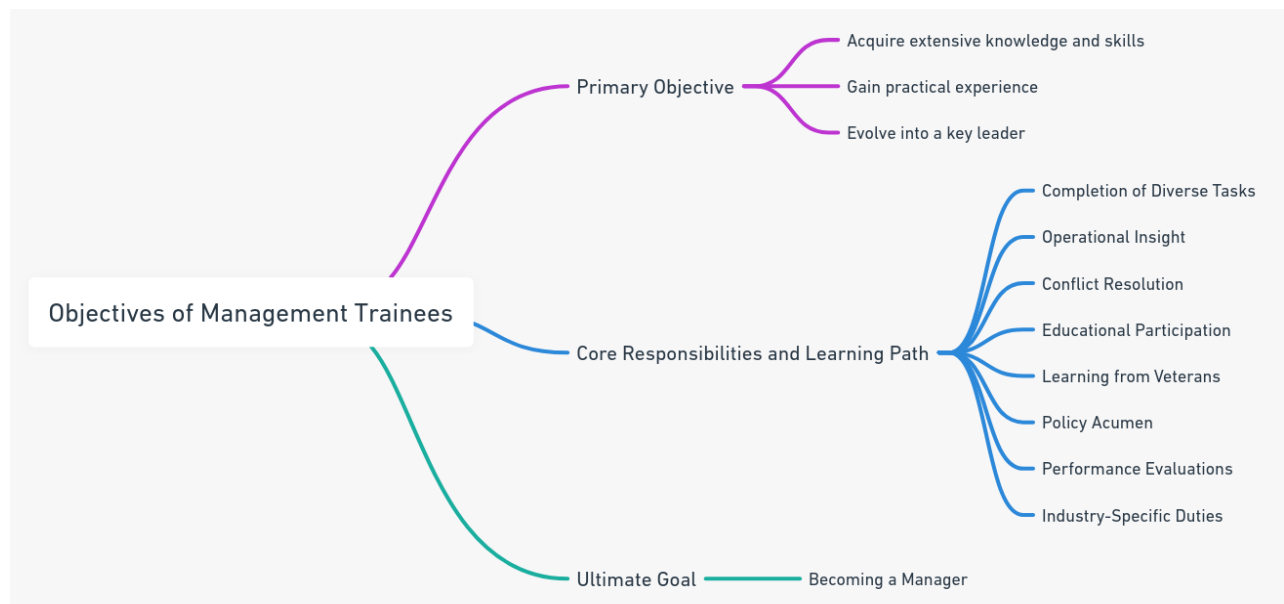
Core Responsibilities and Learning Path:

2. **Completion of Diverse Tasks:** Management trainees must undertake and successfully complete a wide array of tasks, often including rotation through different departments. This experience is vital for understanding the intricate operations and interdepartmental relationships within the company.
3. **Operational Insight:** They are expected to gain a profound understanding of day-to-day operations and the overarching operational structure, ensuring a sense of preparedness for real-world challenges.
4. **Conflict Resolution:** Trainees learn the essential skills of handling disputes and maintaining a harmonious work environment. They observe real-world scenarios and learn methods of effective mediation and problem-solving.
5. **Educational Participation:** Active participation in meetings, workshops, and other learning opportunities is essential. These experiences provide trainees with the foundational knowledge and practical skills necessary for their professional development.
6. **Learning from Veterans:** Observational learning from experienced staff members is a critical component, as it allows trainees to absorb practical knowledge beyond traditional training.
7. **Policy Acumen:** Trainees must familiarize themselves thoroughly with company policies, protocols, and processes. This knowledge ensures they are well-versed in the organizational standards they will later need to enforce and uphold.

8. **Performance Evaluations:** Assisting with evaluations and the implementation of new policies helps trainees understand the impact of individual and team performances on the company's success. They're involved in both the strategic and practical aspects of performance assessments.
9. **Industry-Specific Duties:** Responsibilities may vary significantly, reflecting the unique needs and challenges of the industry in question. Regardless of the sector, the trainee's role is molded to provide a comprehensive understanding of the industry.

Ultimate Goal:

10. **Becoming a Manager:** The overarching aim is to equip the trainee with the necessary knowledge, tools, and mindset required to step into a managerial role confidently. This objective encompasses familiarity with various aspects and departments within the company and understanding the interdependencies that contribute to a thriving business environment.



19.4 SIGNIFICANCE OF MANAGEMENT TRAINEES IN ORGANIZATIONS

The inclusion of management trainees within an organization's workforce plays an indispensable role in ensuring the entity's sustained growth and innovation. These budding professionals are typically at the helm of bridging the gap between current management practices and the evolving demands of the business environment. Here's why their role is paramount:

1. **Diverse Exposure:** Management trainees are systematically exposed to various departments and functions. By performing diverse duties, they acquire a holistic view of the organization. This breadth of exposure helps them understand inter-departmental dynamics and how different units cohesively contribute to the company's overarching objectives.

2. **Operational Mastery:** As they navigate through their tasks, from handling disputes to preparing documentation, management trainees become proficient in both the macro and micro operations of the company. Their hands-on experiences form the bedrock of their practical managerial acumen.
3. **Continual Learning:** Their active participation in meetings, workshops, and other knowledge-sharing platforms ensures they are continually updated with the latest industry trends, best practices, and innovative strategies. This continuous learning approach equips them to be agile and responsive to dynamic market conditions.
4. **Mentorship and Observation:** One of the hallmarks of the management trainee role is the opportunity to learn directly from seasoned professionals. By observing and interacting with experienced staff, they not only grasp the theoretical facets of management but also the nuanced, real-world applications of these concepts.
5. **Strategic Contribution:** Management trainees often play a pivotal role in the evaluation of organizational performance and the subsequent formulation and implementation of new policies. Their fresh perspectives, combined with their recent academic learnings, can introduce innovative solutions and strategies.
6. **Leadership Development:** The ultimate aim of a management trainee is to morph into a competent leader. The extensive training and experience they undergo are tailored to shape them into influencers who can drive teams, innovate processes, and contribute significantly to organizational growth.
7. **Succession Planning:** Organizations invest in management trainees with an eye on the future. By training them alongside current managers and executives, companies are essentially preparing them to take on leadership roles in the future. This succession planning ensures continuity in leadership and maintains the company's strategic trajectory.
8. **Adaptable Skill Set:** Given the varied responsibilities they shoulder, management trainees develop a versatile skill set. This adaptability allows them to manage diverse challenges, making them invaluable assets, especially in industries characterized by rapid changes.
9. **Promoting Organizational Cohesion:** A well-rounded management trainee understands the symbiotic relationships across departments. Their training equips them to foster collaboration and synergy, ensuring smoother operations and promoting a unified organizational vision.

The role of management trainees extends beyond mere task completion. They are the torchbearers of the company's future, primed to understand its intricacies and lead it toward new horizons. Investing in their development is tantamount to investing in the company's long-term success, ensuring that the organization remains resilient, innovative, and growth-oriented in the face of evolving business landscapes.



19.5 EXPECTATIONS OF MANAGEMENT TRAINEES IN ORGANIZATIONS: A PERSPECTIVE ON INDIAN ENTERPRISES

In the busy economic landscape of India, where diverse industries are continuously evolving, the expectations placed on management trainees are immense. These individuals are considered the bedrock of future leadership and the catalysts for sustainable organizational growth. Companies across various sectors, including renowned entities like Tata Consultancy Services (TCS), Reliance Industries, and Hindustan Unilever, invest heavily in their management trainees, anticipating a range of competencies and contributions that align with their strategic vision.

Adaptability and Quick Learning One of the foremost expectations is adaptability. For instance, in a technology-driven company like TCS, management trainees must rapidly acclimate to the fast-paced changes in the IT sector. They are expected to grasp new technologies, methodologies, and management practices quickly. The ability to learn, unlearn, and relearn is crucial as they rotate through different roles within the organization, gathering the multifaceted experience necessary for leadership.

Innovation and Strategic Input Organizations like Reliance Industries, a conglomerate dealing in a plethora of sectors such as energy, petrochemicals, textiles, natural resources, retail, and telecommunications, require their trainees to be innovative. Management trainees are expected to bring fresh, strategic inputs to the table. Given Reliance's diverse ventures,

trainees should contribute to business strategy, offering novel ideas that could revolutionize a product line, improve operational efficiency, or enhance customer satisfaction.

Leadership and Team Collaboration Leadership is another critical expectation. Companies like Hindustan Unilever seek trainees capable of demonstrating leadership potential from the onset. Trainees are often given projects that require team collaboration, and their ability to lead, motivate, and maximize team productivity is closely monitored. They're expected to be decision-makers and problem solvers who can lead by example, embodying the company's values and work ethic.

Cultural Fluency and Ethical Conduct With India's rich cultural diversity, management trainees must also exhibit cultural fluency. They should be able to navigate and bridge the cultural divides that often characterize the Indian workforce. For instance, a management trainee at Infosys, with its presence across various states, must understand and respect the different cultural nuances of its employees and clients. This understanding helps in creating harmonious workplace relationships, fostering a cohesive work environment, and building respectful client partnerships.

Moreover, ethical conduct and integrity are non-negotiable qualities expected from trainees. They must uphold the highest standards of honesty in all their dealings, be it with colleagues, superiors, or external partners. For instance, ICICI Bank, one of India's leading private banks, expects its trainees to handle financial transactions and client information with utmost integrity, ensuring transparency and trust in all operations.

Proactive Participation and Self-Development Lastly, management trainees are expected to be proactive. Companies like Mahindra & Mahindra expect their trainees to take the initiative, be it in self-development, volunteering for projects, or participating in workshops and seminars. They are encouraged to seek out learning opportunities, both within and outside the organization, continuously expanding their knowledge base and skill set.



Management trainees in Indian organizations are under the scanner from day one. They are expected to be jacks of all trades, mastering everything from technical knowledge to soft skills. The training period serves as a litmus test for their suitability in the corporate world, determining their potential for shaping the future of the business landscape in India. These expectations, while daunting, are designed to mold trainees into world-class leaders, capable of steering their organizations through the myriad challenges of the contemporary business environment.

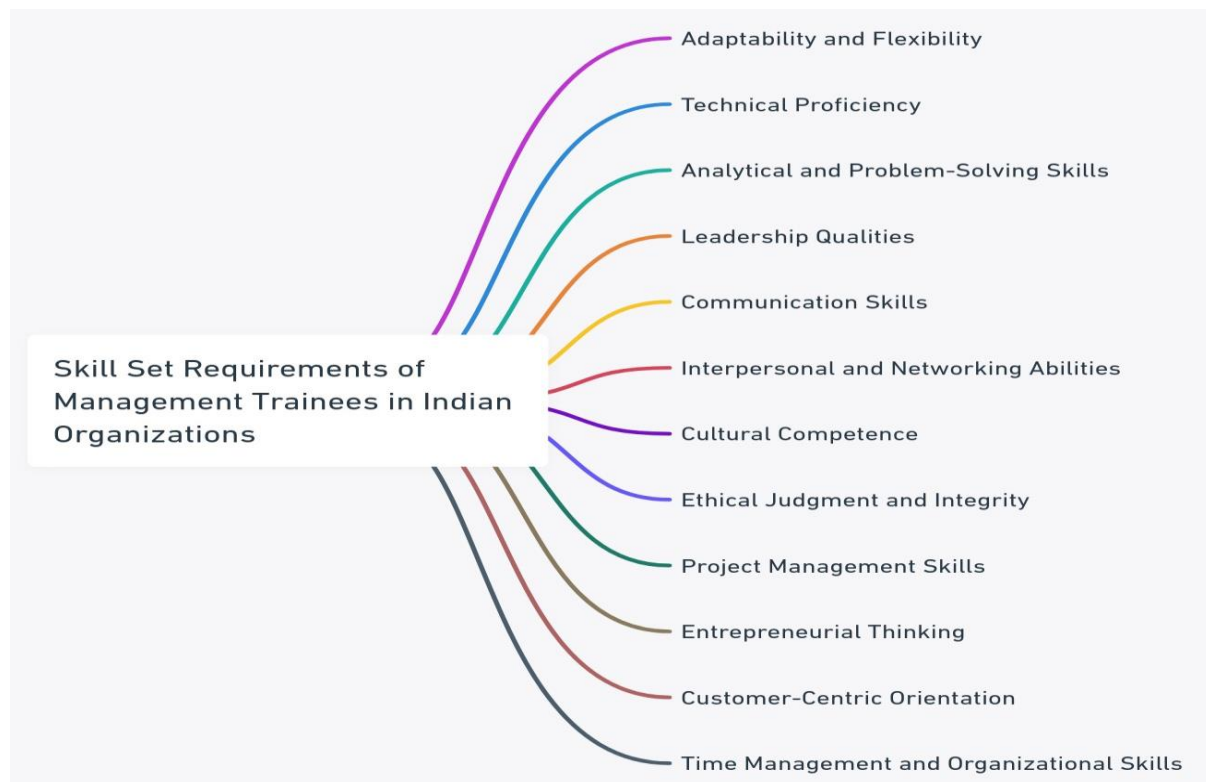
19.6 SKILL SET REQUIREMENTS OF MANAGEMENT TRAINEES IN INDIAN ORGANISATIONS

In the dynamic corporate landscape of India, management trainees are expected to possess a diverse set of skills that equip them to handle the multifaceted challenges of business management. These individuals are groomed to become future leaders, and therefore, organizations look for specific essential skills in their trainees. Below is a detailed breakdown of the skill set requirements of management trainees in Indian organizations:

1. **Adaptability and Flexibility:** The ever-changing economic environment requires management trainees to be highly adaptable and open to learning new skills and technologies. They should be flexible enough to thrive in different departments or regions, as many Indian companies have a diverse national presence.
2. **Technical Proficiency:** Depending on the industry, trainees might need a solid understanding of specific tools and technologies. For instance, management trainees in companies like TCS or Infosys need a grasp of the latest IT software and platforms relevant to ongoing and future projects.
3. **Analytical and Problem-Solving Skills:** Trainees must demonstrate strong analytical thinking by interpreting complex data, identifying trends, and solving problems. Whether it's a financial conundrum in a company like ICICI Bank or operational hurdles in a manufacturing giant like Tata Motors, management trainees should provide feasible solutions.
4. **Leadership Qualities:** As potential future managers, trainees should exhibit leadership qualities from the outset. They need to be capable of motivating teams, managing conflicts, and making decisions. Leadership in diverse work cultures, as seen in conglomerates like Reliance Industries, is especially valued.
5. **Communication Skills:** Effective verbal and written communication skills are paramount. Management trainees must articulate ideas clearly, interact with team members, and engage with clients or stakeholders. This skill is particularly crucial in service industries, such as hospitality or telecommunications.
6. **Interpersonal and Networking Abilities:** Building and maintaining professional relationships is key in a corporate setting. Trainees should network effectively, which

is critical for collaborations, partnerships, and new business opportunities, particularly in sectors like marketing and sales.

7. **Cultural Competence:** Given India's diverse workforce, management trainees need to understand and respect various cultural, linguistic, and regional nuances. Companies with a broad geographic reach, like ITC, require trainees to handle cultural diversity sensitively and effectively.
8. **Ethical Judgment and Integrity:** Organizations expect management trainees to adhere to the highest ethical standards. They should handle all tasks, especially those involving confidentiality and financial stakes, with integrity and honesty.
9. **Project Management Skills:** The ability to plan, initiate, execute, and close projects effectively while managing resources and timelines is a valuable skill for management trainees. Those in sectors like construction or event management, where projects are core business activities, will find this skill indispensable.
10. **Entrepreneurial Thinking:** Innovative and entrepreneurial thinking is highly encouraged. Companies like Flipkart and Ola, born out of entrepreneurial zeal, look for candidates who can think out of the box, suggesting breakthrough initiatives that can lead to business transformation.
11. **Customer-Centric Orientation:** For businesses like retail or e-commerce, a customer-centric approach is vital. Management trainees need to understand and anticipate customer needs to enhance satisfaction and loyalty.
12. **Time Management and Organizational Skills:** Balancing various tasks, prioritizing duties, and meeting deadlines are expected competencies. Effective time management and organizational skills are crucial for maintaining productivity.



By encompassing these skills, management trainees in Indian organizations not only make themselves invaluable to their companies but also set a solid foundation for their future managerial careers. These competencies allow them to navigate the complexities of the business world and lead their organizations toward growth and success.

19.7 EVALUATION OF MANAGEMENT TRAINEES

The evaluation of management trainees is a critical component of a company's management training program. It involves a systematic process of assessing and reviewing a trainee's performance and potential. The primary purpose is to ensure that trainees are meeting their learning objectives, acquiring the necessary skills, and demonstrating the potential for future leadership roles. Here's how organizations typically approach this process:

1. Setting Clear Expectations and Objectives: At the outset of the training program, the organization establishes clear performance criteria, aligning them with the company's strategic goals. Trainees should understand what is expected of them, including specific competencies, behavioral traits, and technical skills they need to acquire and demonstrate.

2. Continuous Monitoring: Supervisors or mentors regularly monitor and observe the trainees' daily activities. This ongoing process helps provide real-time feedback and address any issues or challenges immediately. It's not just about task completion; it's about how trainees approach and handle assignments, their problem-solving skills, decision-making processes, and their ability to collaborate with teams and contribute to projects.

3. 360-Degree Feedback: This comprehensive method involves gathering feedback from all parties the trainee interacts with, including supervisors, peers, subordinates (if applicable), and sometimes even clients. It provides a holistic view of the trainee's performance, interpersonal skills, leadership potential, and more. By understanding how others perceive their strengths and weaknesses, trainees get an opportunity to improve in various areas.

4. Formal Assessments: These include tests, quizzes, presentations, or practical assignments that assess the trainee's understanding and application of key concepts and skills. Such assessments can also test their technical knowledge, critical thinking, and problem-solving abilities under pressure.

5. Performance Reviews: Periodic performance reviews, typically mid-term and end-of-term, are formal evaluations where the mentor and the trainee discuss the latter's progress, achievements, and areas needing improvement. These sessions help in setting or recalibrating goals and objectives, discussing any needed support or resources, and planning the future course of action.

6. Behavioral Evaluation: Apart from job-specific skills, trainees are assessed on their behavior, attitude, and cultural fit. Are they embodying the company's values? How do they handle stress, failures, and criticism? Their potential for leadership is often judged more by these soft skills than technical competencies.

7. Simulation Exercises: For a more hands-on approach, trainees might be placed in simulated environments or given projects that mimic real-world challenges. Their performance here shows how they'd handle job-specific situations and decision-making under stress.

8. Self-Assessment: Encouraging trainees to conduct self-evaluations helps them reflect on their growth, understand their strengths, and identify areas they need to work on. It fosters personal development and a proactive approach to their training.

9. Post-Training Evaluation: After completing the program, a final review determines if the trainee is ready to move into a more substantial role. Evaluation at this stage often dictates the path forward for the trainee in the company - whether they're fit for the role they were being groomed for, need more training, or should consider a different trajectory.

The evaluation process for management trainees is rigorous and multifaceted, reflecting the significant investment companies are making in their future leaders. It's designed not just to assess performance but also to guide trainees, showing them their strengths, helping them understand and work on their weaknesses, and preparing them for the challenges of leadership.



19.8 MANAGEMENT TRAINEES VS REGULAR EMPLOYEES

In the corporate landscape, distinct roles define the trajectory and expectations of professionals within an organization. Particularly, there is a nuanced difference between Management Trainees and regular Employees, each with unique responsibilities, developmental prospects, and contributions to the company's ecosystem. The following table meticulously demarcates these roles, offering clarity on their respective objectives, operational scope, compensatory differences, and overall impact on organizational dynamics. This comprehensive comparison serves to illuminate the specificities of each role, highlighting the transitional and exploratory nature of trainees contrasted with the defined, goal-oriented approach of established employees. The insights provided underscore the integral functions and expectations of each, reflecting the strategic investment and immediate utility they respectively embody for the organization.

Figure 1: Difference between Management Trainees and Regular Employees

Criteria	Management Trainees	Regular Employees
Objective	Their main objective is learning and gaining experience for a future managerial role. They are in a transitional phase, expected to absorb as much knowledge and practical skill as possible.	Regular employees have defined roles and responsibilities and are expected to contribute to their job functions immediately and consistently.
Nature of Role	Their roles are dynamic, often involving rotation through different departments to understand the organization's holistic functioning.	Employees have a static role, primarily in one department or area, focusing on specialized tasks pertinent to their job descriptions.
Duration	Their position is often for a predetermined period (e.g., a one-year program). After this, they may be assessed and absorbed into regular roles.	Regular employment is open-ended, continuing for as long as the employee remains with the company, barring contractual positions.
Responsibilities	They handle simulated projects, assist in various departments, and are generally not given high-stake responsibilities until later in the program.	Employees handle real-time, impactful projects and tasks within their expertise, contributing directly to the company's objectives.

Decision-Making	Trainees usually don't make critical decisions; they are typically shadowing managers and learning decision-making processes.	Regular employees, especially those in senior positions, are involved in decision-making that affects their department or the organization at large.
Compensation	Compensation is often less compared to regular employees, reflecting their trainee status. Some programs might offer stipends instead of full salaries.	Compensation is based on the role, responsibilities, and the individual's experience and skills. It is generally higher than what trainees receive.
Training	Continuous training and development are major components of their daily activities. They are continuously mentored and evaluated.	While employees also receive training, it's typically less frequent, more specialized, and not the primary component of their daily tasks.
Performance Evaluation	Their performance is evaluated based on learning curve, adaptability, and potential for future roles within the organization.	Performance is assessed based on efficiency, output quality, and contribution to departmental and organizational goals.
Accountability	They have limited accountability, as they are in the learning phase. Mistakes are often considered part of the learning process.	Employees are held accountable for their work and any errors that affect team or organizational objectives. They are expected to maintain consistent performance.
Post-Position Path	Successful completion of the training period typically leads to a formal position with greater responsibilities based on assessment.	Employees may ascend through the ranks based on performance evaluations, achieving promotions, or switching roles for career development.

19.9 SUMMARY

Management trainees are individuals selected for specialized training to assume managerial roles. Their primary objectives encompass gaining comprehensive understanding and skills to become effective future managers. These trainees hold significant importance in organizations as they are potential future leaders, and this is particularly evident in the

context of Indian enterprises. Indian organizations have specific expectations and skill set requirements for these trainees, ensuring they align with the business culture and demands. Evaluating the performance and potential of management trainees is crucial to ensure they are on the right development track. It's essential to distinguish between management trainees and regular employees, as the former undergo specialized training and have distinct roles and expectations.



Check Your Progress-

Q1. What is the primary objective of a management trainee in an organization?

- a) Immediate contribution to profit
- b) Replacing senior managers
- c) Gaining knowledge and skills for future leadership roles
- d) Independent decision-making

Answer: c) Gaining knowledge and skills for future leadership roles

Q2. Which evaluation method involves feedback from superiors, peers, and sometimes clients for a management trainee?

- a) Singular feedback
- b) 180-degree feedback
- c) 360-degree feedback
- d) Direct feedback

Answer: c) 360-degree feedback

Q3. In the context of management trainees, what does 'technical proficiency' specifically refer to?

- a) Soft skills only
- b) Financial expertise only
- c) Skill and expertise in specific technical areas or tools
- d) Managerial decision-making

Answer: c) Skill and expertise in specific technical areas or tools

Q4. Which of the following is NOT typically a component of the evaluation process for management trainees?

- a) Salary negotiation
- b) Simulation exercises
- c) Behavioral evaluation
- d) Continuous monitoring

Answer: a) Salary negotiation

Q5. What kind of skills are assessed during the behavioral evaluation of a management trainee?

- a) Technical skills
- b) Negotiation skills
- c) Soft skills and cultural fit
- d) Financial forecasting

Answer: c) Soft skills and cultural fit

Q6. Which training method involves management trainees in real-world challenges within a controlled environment?

- a) Classroom learning
- b) On-the-job training
- c) Simulation exercises
- d) Web-based training

Answer: c) Simulation exercises

Q7. Why is self-assessment important in the training of management trainees?

- a) It helps trainers assess other trainees
- b) It fosters personal development and a proactive approach
- c) It reduces the workload for supervisors
- d) It provides a basis for salary increments

Answer: b) It fosters personal development and a proactive approach

Q8. What is 'cultural competence' in the context of management trainee skills?

- a) Mastery of all world cultures
- b) Ability to interact effectively with people from different cultural backgrounds

- c) Knowledge of various company cultures
- d) Proficiency in multiple languages

Answer: b) Ability to interact effectively with people from different cultural backgrounds

Q9. What is the ultimate goal of the post-training evaluation in a management trainee program?

- a) Immediate placement in a senior role
- b) Determination of salary increase
- c) Assessment of readiness for more substantial roles
- d) Enrollment in further training programs

Answer: c) Assessment of readiness for more substantial roles

Q10. Which aspect is critical for management trainees in terms of ethical professional conduct?

- a) Ability to maximize company profits
- b) Ability to take credit for others' work
- c) Making decisions based on moral principles and corporate ethics
- d) Keeping the same ethical standards under all circumstances

Answer: c) Making decisions based on moral principles and corporate ethics



19.10 GLOSSARY

1. **Management Trainees:** Individuals hired by organizations with the primary purpose of training for managerial positions. They undergo systematic training, acquire hands-on work experience, and learn managerial responsibilities.
2. **Leadership Skills:** The ability to influence, guide, and oversee a group of individuals. These skills are critical for management trainees as they prepare for future leadership roles.
3. **Operational Tactics:** Specific methods or procedures used in the day-to-day operations of an organization. Management trainees must learn these to understand the workings of the company deeply.

4. **360-Degree Feedback:** An evaluation method where feedback on a trainee's performance is gathered from all around them, including superiors, peers, and subordinates, providing a comprehensive perspective.
5. **Behavioral Evaluation:** Assessment of an individual's soft skills like communication, leadership, problem-solving, and adaptability, often considered as important as technical skills in a professional setting.
6. **Simulation Exercises:** Training exercises that mimic real-world challenges, allowing trainees to demonstrate their problem-solving and decision-making skills in a controlled, monitored environment.
7. **Self-Assessment:** A reflective process where trainees evaluate their performance, strengths, and areas for improvement. It promotes personal development and accountability.
8. **Cultural Competence:** The ability to interact effectively with people from different cultural backgrounds. It involves understanding and appropriately responding to the varying cultural factors that affect workplace interactions.
9. **Technical Proficiency:** The skill and expertise in specific technical areas or tools relevant to the job. For management trainees, this could range from understanding finance, marketing strategies, or advanced software used in their industry.
10. **Strategic Assignments:** Tasks or projects assigned to trainees designed to challenge them and assess their ability to handle complex, strategy-oriented responsibilities.
11. **Post-Training Evaluation:** The final stage of assessment where a trainee's overall performance during the training period is reviewed to decide their readiness for more significant roles within the organization.
12. **Real-World Situations:** Scenarios or challenges that simulate actual professional circumstances, testing the trainees' practical understanding and application of their learned skills.
13. **Ethical Judgment:** The ability to make decisions based on moral principles and corporate ethics, often a crucial aspect of leadership roles in businesses.
14. **Immersive Methodologies:** Intensive, comprehensive, and realistic training approaches that deeply involve the trainee in the learning process, often using practical experiences and simulations.
15. **Organizational Growth:** The process of expanding a business's reach, impact, and financial success, in which well-trained future managers and leaders play a crucial role.

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19.13 TERMINAL QUESTIONS

Q1. Describe the primary roles and responsibilities of a management trainee within an organization. How do these responsibilities prepare them for future leadership positions?

Q2. Explain the importance of technical proficiency for management trainees. Why is this considered a critical skill in the context of modern organizations?

Q3. Discuss the concept of 360-degree feedback and its significance in the evaluation process of management trainees. How does this comprehensive feedback contribute to their development?

Q4. How do simulation exercises benefit management trainees? Provide detailed examples of possible scenarios they might encounter in these simulations.

Q5. Elaborate on the necessity for cultural competence in management trainees, especially in the context of globalized operations or a diverse workforce.

Q6. Define the term "behavioral evaluation" in the context of management training. Why is it essential, and how does it differ from technical skill assessment?

Q7. What are strategic assignments, and how do they contribute to the real-world experience of management trainees? Provide examples of potential strategic assignments they might undertake.

Q8. Explain the process of post-training evaluation for management trainees. How do organizations ensure that trainees are ready to take on more substantial roles?

Q9. Discuss the ethical considerations and dilemmas that management trainees might face in a corporate environment. How should they be prepared to handle these situations?

Q10. Reflect on the immersive methodologies used in training management trainees. Why are these immersive strategies more effective compared to traditional training methods? Provide examples of such methodologies.

UNIT- 20 TRAINING FOR TEAM BUILDING

20.1 Introduction

20.2 Objectives

20.3 Understanding Team Dynamics

20.4 Assessing Training Needs Of Team

20.5 Designing A Team Building Training Program

20.6 Facilitating Team Building Activities And Encouraging Diversity And Inclusion

20.7 Summary

20.8 Glossary

20.9 Answer To Check Your Progress

20.10 Reference/ Bibliography

20.11 Suggested Readings

20.12 Terminal & Model Questions

20.1 INTRODUCTION

Strategic team-building training improves organizational teams. In an age where collaboration is key, companies know that team-building training boosts productivity, morale, and retention. This training is a thorough procedure that improves teamwork, communication, and relationships.

Team building training is important because good teamwork is crucial to organizational success. Strong teams can use their skills to innovate and make better decisions. Personalities, communication styles, and goals can complicate team relationships. Organizations must give tailored training to handle these difficulties and foster teamwork due to this complexity.

A good training program starts with a team dynamics and needs assessment. Trainers can tailor their approach to team issues including communication breakdowns, disputes, and role confusion by understanding them. Surveys, interviews, and group discussions can reveal team dynamics and ensure training matches goals.

Team-building training usually includes theory and practice. Workshops may discuss team building, conflict resolution, and trust in teamwork. These seminars equip team members to handle obstacles. Theory alone is insufficient; hands-on exercises are needed to reinforce these concepts. Problem-solving challenges, role-playing, and outdoor team activities enable team members bond and apply their knowledge.

Team building training promotes open communication. Effective communication helps teams settle issues and make informed decisions. Team members communicate their opinions and feelings in training exercises, tearing down boundaries and increasing transparency. Open

communication helps team members feel comfortable sharing their thoughts and concerns, which builds trust.

Team building training also emphasizes inclusivity. Diversity in teams boosts creativity and innovation, but it takes intentionality to build an inclusive culture. Diversity and inclusive practises should be stressed in training programmes. This boosts teamwork and empowers everyone to contribute.

Team-building training invests in the company's most precious asset—its people. Organizations may boost employee satisfaction, retention, and performance by building strong, collaborative teams. As the workplace evolves, effective teamwork becomes more important, making team-building training critical to organizational development.

Therefore, team building training is essential for collaboration, communication, and team dynamics. Organizations may foster a culture of teamwork and achieve their goals by identifying team needs and providing customized training.

20.2 OBJECTIVES

After reading this unit you will be able to understand:

- Understanding Team Dynamics
- Assessing Training Needs Of Team
- Designing A Team Building Training Program
- Facilitating Team Building Activities And Encouraging Diversity And Inclusion

20.3 UNDERSTANDING TEAM DYNAMICS

Team dynamics are the relationships and behaviors that form as a group works together. These dynamics affect teamwork, decision-making, and success. Creating productive teams and a collaborative workplace requires understanding these relationships.

Team dynamics are explained by Tuckman's Stages of Team Development and Belbin's Team Roles. Both paradigms reveal how teams evolve and how individual contributions affect performance.

Tuckman's Model stages of team development

Bruce Tuckman's 1965 team development model highlights four stages that teams go through as they create and evolve. Forming, storming, norming, and performing. Adjourning was introduced subsequently.

1. Forming

Characteristics: Team members connect for the first time during the forming stage. They're courteous and reluctant as they learn their jobs, the team's purpose, and each other's characteristics.

Dynamics: Members may feel hesitant and anxious about their contributions. Leadership is usually directive and clear during this stage.

The main challenge is building trust and rapport among team members. Misunderstandings might result from unfamiliarity.

2. Conflicts may arise when team members assert their individual personalities. Competition and conflict ensue as members vie for power.

Dynamic tensions can cause arguments over goals, responsibilities, and processes. Effective leadership is needed to resolve these disputes.

To avoid collaborative breakdown, teams must work through differences and develop positive conflict resolution solutions.

3. Norming o Characteristics: The team forms a cohesive one during this stage. Members develop collaborative standards and protocols.

Increased trust fosters open conversation and teamwork. Identity and purpose grow among team members.

o Challenges: Teams must stay watchful to avoid complacency and ensure all views are heard despite progress.

4. Performing

o Characteristics: The crew is highly efficient at this point. Fully engaged members focus on common goals.

o Team dynamics: Clear structure and roles promote flexibility and innovation. We collaborate and innovate to solve problems.

o Challenges: Maintaining high performance needs constant focus on team chemistry and timely resolution of challenges.

At the adjourning stage, the team disbands after fulfilling its aims. This stage involves accomplishment reflection and closure.

As team members part ways, they may feel a range of feelings, from satisfaction to sadness.

o Challenges: Recognizing contributions and celebrating achievements promotes a happy atmosphere and aids members in transferring to new responsibilities.

Team roles (Belbin)

Meredith Belbin's concept defines nine team roles based on strengths and weaknesses. Learn about team roles to maximize individual contributions and achieve success. 1. Plant: A creative thinker who develops new ideas and solutions.

- o Strengths: Creative, innovative, ability to think creatively.

- o Challenges: May struggle with practicality and neglect specifics.

2. Resource Investigator: An outgoing member who seeks possibilities and cultivates relationships.

- o Strengths: Skilled and enthusiastic networker.

Potential challenges include losing interest and becoming overly hopeful.

The Coordinator is a natural leader who organizes and communicates goals.

- o Strengths: Confident and adept at task delegation.

Challenges: Potentially manipulative if not handled properly.

4. Shaper: The motivator who pushes the team to grow.

- o Strengths: Dynamic, results-oriented, and adept under pressure.

- o Challenges: Potentially aggressive and conflict-prone.

The Monitor Evaluator is an analytical member who critically evaluates options.

Strong points: Objective, strategic, and rational decision-making.

Potential challenges include being excessively critical and slow to act.

The Team Worker is a supportive member who encourages teamwork.

- o Strengths: Diplomatic, compassionate, and adept at conflict resolution.

- o Challenges: May struggle with decision-making and avoid confrontation.

7. Implementer o Description: The practical member who implements ideas.

- o Strengths: Efficient and disciplined, maintaining job completion.

Challenges: Possible inflexibility and resistance to change.

The Completer Finisher is a detail-oriented member who assures quality and completeness.

- o Strengths: Conscientious and meticulous.

- o Challenges: May struggle with delegation and strive for excellence.

9. Specialist

Description: An expert who offers specific knowledge and skills.

Strengths: Significant expertise in a given field.

Potential challenges include a limited focus and difficulty with team chemistry.

Understanding team dynamics through Tuckman's stages of development and Belbin's team roles improves team performance. Organizations may promote cooperation, innovation, and high performance by understanding team phases and roles. This knowledge helps achieve organizational goals and fosters teamwork.

20.4 ASSESSING TRAINING NEEDS OF TEAM

Organizations must assess team needs to optimize performance, create collaboration, and identify opportunities for improvement. Understanding team challenges and using assessment tools is part of this approach.

1. Team Challenge Identification

Assessment of team needs begins with identifying obstacles. Recognizing these issues allows businesses to provide focused solutions. Challenges for teams include:

Communication Problems

Barriers to Effective Communication: Explore hierarchical structures, cultural barriers, and personality clashes that limit open communication.

- Discuss the negative effects of poor communication, including disagreements, low morale, and decreased production.

Explain the causes and definition of role ambiguity, which can lead to confusion and conflict within a team.

- Analyze how role ambiguity impacts team dynamics, including collaboration and trust.

Conflict and Tension

- Differentiate between task and interpersonal conflicts.
- **Conflict Resolution Strategies:** Explore mediation and active listening strategies.

D. Lack of Trust • Emphasize the significance of trust in team dynamics and performance.

- **Building Trust:** Develop tactics to foster team trust.

E. Team Diversity

- Discuss the pros and cons of variety, including its potential for creativity and innovation, as well as potential misunderstandings.

- Cultural Competence: Stress the importance of training in cultural awareness and inclusivity.

2. Assessment Tools for Teams

Team assessment techniques are used after difficulties are identified. Team dynamics and individual contributions can be measured in several ways.

In this section, we will cover best practices for designing effective surveys, including question kinds and scaling, to accurately estimate team needs.

- Analyzing Survey Results: Clarify data interpretation for patterns and improvement opportunities.
- Survey Question Examples: Give example questions on communication, role clarity, and teamwork.

B. Notes

- Observation Methods: Explain participant observation and structured observations of team interactions.
- Benefits of Observations: Discuss how direct observation brings non-verbal communication and team dynamics to light that surveys miss.
- Documenting Observations: Stress the significance of systematic observation recording for analysis.

C. Focus Groups, Interviews

To acquire in-depth thoughts, provide guidance for conducting one-on-one interviews.

- Discuss the advantages of focus groups for conducting conversations and gathering team input.

Performance Measures

Discuss establishing key performance indicators (KPIs) that correspond with team goals.

- Discuss strategies for tracking team performance and finding patterns.

3. Applying Results

The conclusions from various assessment instruments must be implemented successfully. This section discusses:

A. Action Planning

- Developing Actionable Goals: Discuss transforming assessment results into measurable objectives.
- Prioritize Improvement Areas: Create techniques to prioritize issues by urgency and impact.

Including Team Members

- Encourage team participation in action plan formulation.
- Fostering a Culture of input: Discuss ways to encourage team members to provide input on proposed improvements.

C. Progress Monitoring

- Implementing Feedback Loops: Discuss regular check-ins to evaluate change effectiveness.
- Adapting Strategies: Emphasize flexibility and adaptability depending on feedback.

Thus, team training needs assessment is a continual process that identifies issues and uses appropriate assessment methodologies. By identifying team difficulties and using focused assessment methods, companies can establish a supportive climate that promotes collaboration and high performance..

20.5 DESIGNING A TEAM BUILDING TRAINING PROGRAM

Understanding team dynamics, recognizing needs, and adopting ways to improve collaboration and performance is key to a successful team-building training program. Setting clear objectives, customizing training content, and choosing the best training methods are covered in the following sections.

1. Setting Clear Goals

Any training program, including team building, must start with clear goals. Develop, evaluate, and match training activities with organizational goals with objectives.

A. Clear Goals Matter

- Defined objectives provide direction and focus for training programs, ensuring participants understand their purpose.
- Objectives enable success measurement. Goals that are explicit and quantitative make training evaluation easier.
- Alignment with Organizational Goals: Ensure team-building initiatives align with organizational goals for success.

B. Effective Objective Qualities

- Specific objectives should clearly explain the training's goals.
- Measurable: Set criteria to track progress and assess achievement of objectives.
- Achievable: Set realistic goals within time and resource constraints.
- Objectives should be relevant to team needs and organizational priorities.

- Set a timetable for each aim to establish urgency and accountability.

C. Objective Examples

- Improved Communication: "Add 30% to team communication skills in three months as measured by post-training surveys."
- Trust: "Increase trust levels among team members by 25% by implementing trust-building activities over the course of the training."
- Role Clarity: "Achieve 90% role clarity among team members, as assessed through a follow-up survey within four weeks of training."

2. Custom Team Training Content

After setting defined goals, adapt the training content to fit team needs. Customization makes training relevant, engaging, and effective.

A. Assessing needs

- Collect data through surveys, interviews, and observations to understand team dynamics, strengths, shortcomings, and issues.
- Analyze data to find gaps between current performance and intended results. This will guide training content personalization.

B. Matching Content to Team Goals

- Content Relevance: Ensure training material aligns with objectives. Alignment increases the likelihood of success.
- Include case studies, examples, and scenarios related to the team's industry or issues. It makes training more relatable and applicable.

C. Engaging Content Design • Incorporate interactive elements like group discussions, role-playing, and hands-on exercises to increase engagement. This boosts learning and participation.

- Appreciate diverse learning styles: Team members may prefer visual, aural, or kinesthetic learning. For different learning styles, use presentations, films, and group activities.
- Cultural Sensitivity: Consider team members' cultural backgrounds. Content tailored to varied viewpoints promotes inclusivity and engagement.

A continuous feedback loop

- Conduct pilot testing with a small group to get input on content and delivery before fully deploying the training.
- Adapting based on feedback: Use pilot sessions to improve content and ensure audience engagement.

3. Training Method Choice

Selecting the right training methods is vital for team-building program success. Choosing the correct approach combination depends on learning style and goals.

A. Workshops • Generally, workshops include presentations, group activities, and discussions. They facilitate interactive learning and cooperation.

- Workshops might have specific focus areas, such as communication skills, conflict resolution, and team dynamics.

- Benefits: Workshops promote collaborative learning through real-time feedback, skill practice, and experience sharing.

B. Retreats • Purpose and Goals: Provide an immersive experience to foster relationships and focus on team objectives away from the workplace.

Retreats might involve team-building exercises, strategic planning discussions, and informal social events to enhance bonds among team members.

- Plan retreats well, including logistics, location, and activities that foster teamwork and contemplation.

C. Activities • Types: Use icebreakers, trust-building, problem-solving, and outdoor trips to engage teams.

- Aligning Activities with Training Objectives: Choose activities that meet training objectives. Collaboration and dialogue are good for improving communication.

- Conduct debriefing meetings after each activity to explore lessons learned and their relevance to team work.

D. Blended Learning

- Method Combination: Combine workshops, online modules, and in-person activities for a complete learning experience.

- Blended learning offers flexibility in delivery, accommodating diverse schedules and tastes while covering key knowledge.

- Utilize technology, such online platforms for virtual workshops or discussion forums, to improve accessibility and engagement.

4. Training Program Implementation

After program design, good implementation ensures goals are realized and participants are engaged.

To promote the training program, communicate its goal and benefits to all team members to stimulate interest and buy-in.

- **Involve Leaders:** Leverage organizational leaders to emphasize training and model team development commitment.

The facilitator should be knowledgeable in team dynamics and have experience in delivering team-building training. A skilled facilitator can make learning fun.

- **Provide training for facilitators** to ensure they understand program objectives and material.

C. Evaluation and Feedback • Success Measurement: Set metrics to assess training program effectiveness. This could include pre- and post-training surveys, performance evaluations, and comments.

- **Continuous Improvement:** Utilize participant feedback to constantly enhance the training program. This keeps the program relevant and effective.

Thus, creating a team-building training program takes preparation, adaptation, and execution. Organizations may improve cooperation, communication, and team performance by setting clear goals, adapting content to team needs, and using appropriate training techniques. Continuous review and adaptation will ensure the program's long-term success and relevance in building a strong team.



Check Your Progress-A

1. What is the primary goal of team building?
 - a) Improve individual performance
 - b) Enhance team cohesiveness
 - c) Increase competition among team members
 - d) Reduce training costs
2. According to Tuckman's model, which stage involves conflict and challenges among team members?
 - a) Forming
 - b) Storming
 - c) Norming
 - d) Performing
3. Which of the following is NOT a characteristic of effective training objectives?
 - a) Specific
 - b) Measurable
 - c) Ambiguous
 - d) Time-bound
4. Belbin's team roles focus on identifying:
 - a) Individual talents
 - b) Team dynamics
 - c) Leadership styles
 - d) Training methods
5. What type of activity is "Two Truths and a Lie"?

- a. a) Problem-solving challenge
 - b. b) Icebreaker
 - c. c) Trust-building exercise
 - d. d) Communication activity
6. In problem-solving challenges, which of the following is a common exercise?
- a. a) Trust falls
 - b. b) Human Bingo
 - c. c) Escape room challenges
 - d. d) Active listening
7. What is the purpose of trust-building exercises?
- a. a) Increase competition
 - b. b) Establish trust and reliance
 - c. c) Assess individual skills
 - d. d) Create group conflicts
8. What does the "A" in SMART goals stand for?
- a. a) Achievable
 - b. b) Ambitious
 - c. c) Accurate
 - d. d) Alternative
9. Which activity encourages team members to practice active listening?
- a. a) Charades
 - b. b) Survival scenarios
 - c. c) Feedback exercises
 - d. d) Blindfolded activities
10. What is a primary benefit of diversity in teams?
- a. a) Increased conformity
 - b. b) Enhanced creativity and innovation
 - c. c) Greater uniformity
 - d. d) Easier conflict resolution

20.6 FACILITATING TEAM BUILDING ACTIVITIES AND ENCOURAGING DIVERSITY AND INCLUSION

Helping Build Teams

Fostering teamwork, communication, and a healthy work environment requires team-building exercises. These activities foster teamwork, trust, and personal connection. Icebreakers and trust-building exercises, problem-solving tasks, and communication and collaboration activities are discussed below.

1. Trust-Building and Icebreakers

Icebreakers and trust-building exercises are essential for teamwork. Team-building workshops start with these activities to make members feel comfortable and involved.

A. Icebreaker Importance

- Creating a comfortable atmosphere: Icebreakers reduce tension and promote relaxation. They foster conversation and set a nice tone for the session.

- Facilitating Introduction: Activities promote team members' introductions and personal ideas, establishing a sense of community.

B. Icebreaker Types

1. Introductory Games

- o Two Truths and a Lie: Participants share two truths and one lie about themselves. Group estimates which assertion is false.

Team members offer a unique or unusual tidbit about themselves. Deeper talks and connections may result.

2. Fun and Engaging Activities

Create bingo cards with diverse features or experiences, such as "has traveled to another continent" for Human Bingo. Meeting others who meet descriptions is the goal.

Participants in speed networking, like speed dating, engage in brief talks with team members to quickly make connections.

Exercises to Build Trust

- Trust is essential for efficient teamwork. It makes team members feel safe expressing ideas and taking risks, improving collaboration and innovation.

1. Loss of Trust

Participants take turns falling backward, trusting colleagues to catch them. This activity shows trust and dependence.

- o Considerations: Establish a safe space and emphasize trust later.

2. Blindfolded Activities

One partner is blinded while the other gives verbal instructions to navigate an obstacle course in the Trust Walk. Teamwork and communication are strengthened by this exercise.

- o Guided Conversations: Pair people to share personal tales while blindfolded, promoting trust and vulnerability.

3. Group Reflection o Debriefing Sessions: Discuss feelings, insights, and focus on trust within the team after trust-building exercises.

2. Problems to solve

Problem-solving challenges empower teams to solve challenging problems. These exercises foster creativity, teamwork, and critical thinking.

A. Problem-solving builds teams

- **Enhanced Critical Thinking:** Problem-solving activities foster creative and critical thinking among team members. It teaches job-relevant skills.
- **Collaborating to address challenges** cultivates collaboration and strengthens ties.

B. Problem-Solving Challenges

1. Escape Room Challenges

Description: Teams must solve puzzles and riddles to escape a themed chamber within a defined timeframe.

- o **Benefits:** Fosters teamwork, communication, and smart thinking under duress.

2. Survival Situations

Teams should be given a hypothetical survival scenario, such as being stuck on a deserted island, and asked to rank goods in order of priority.

Discuss the rationale for choices and the value of collaborative decision-making during debriefing.

3. Challenges in building

Challenge teams to build the tallest tower using restricted materials (e.g., spaghetti and marshmallows) within a set time restriction.

- o **Assess:** Assess procedure, teamwork, and innovation in the problem.

4. Case Study Analysis

Encourage teams to solve real-world problems by presenting relevant case studies and challenging them to generate solutions or strategies.

- o **Presentation:** Teams showcase solutions, fostering critical thinking and discussion.

C. Helping Solve Problems

- **Ensure a safe environment** for risk-taking and idea sharing.
- **Promote Open Communication:** Facilitate reflection and learning through talks during and after challenges.

3. Communication, Collaboration

Teamwork requires good communication and cooperation. Team members learn more about each other and work better together.

A. Communication and Collaboration Matter

- Strong communication improves collaboration and teamwork by fostering interpersonal relationships.
- Improving Efficiency: Clear communication reduces misunderstandings and boosts work completion.

B. Communication Activities

1. Active listening exercises

To develop active listening, pair team members and have them summarize what their companion says. This emphasizes sensitivity and understanding.

- o Reflection: Explore how active listening enhances team interactions.

2. Non-Verbal Communication Issues

Use charades to demonstrate the power of non-verbal communication. Teams must act out phrases without speaking, emphasizing body language.

Try the Silent Line-Up challenge to encourage non-verbal communication by having teams line up by birthday without speaking.

3. Feedback Exercises

Create constructive feedback sessions for team members to give and receive constructive criticism. Open communication and continual development are promoted.

Use role-playing scenarios to practice giving feedback in a safe atmosphere.

- ### 4. Team Goal Setting
- o Collaborative Goal Setting: Lead joint goal-setting meetings and discuss their significance. This fosters team ownership and accountability.

Encourage the use of SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) while setting goals.

C. Communication Facilitation

- Fostering an inclusive environment: Encourage team members to share their opinions and ideas.
- Debriefing Sessions: Discuss insights and workplace application of skills after communication activities.

Facilitating team-building exercises helps build productive teams that communicate, collaborate, and trust each other. Icebreakers, trust-building exercises, problem-solving challenges, and communication and collaboration activities help create a healthy team culture that boosts performance. Continuous reflection and adaption keep these activities relevant and successful for team needs.

Promoting Diversity and Inclusion

Diversity and inclusion in teams boosts innovation, problem-solving, and workplace culture. Understanding diversity and implementing inclusive training programs are part of this process.

1. Understanding Team Diversity

Creating an inclusive atmosphere starts with understanding diversity. Race, gender, age, sexual orientation, handicap, and culture are all aspects of diversity.

A. Diversity Definitions

- **Diversity:** The presence of diversity in an environment, including diverse features of individuals.
- **Diversity Dimensions:**
 - o **Visible Characteristics:** Race, ethnicity, gender, age, and physical abilities.

Examples of invisible characteristics include sexual orientation, religious beliefs, social situation, and education background.

B. Team Diversity Matters

- **Boosting Creativity and Innovation:** Diverse teams foster unique solutions and ideas through diverse viewpoints.
- **Diverse groups improve decision-making,** according to research. Diverse perspectives help discover problems and consider remedies.
- **Global Market Reflection:** Organizations that embrace diversity can better serve various customers, increasing market reach and relevance.
- **Inclusive workplaces maximize employee engagement and retention** by making them feel valued and respected.

C. Common Diversity Myths

Although race and gender are key parts of diversity, it embraces a wider variety of qualities.

2. **Diversity Programs: Too Much of a Checkbox:** Leadership and team members must commit and engage in diversity initiatives.

3. **Diversity Does Not Ensure Inclusion:** Inclusion requires intentional promotion.

D. Diversity Understanding Challenges

- **Stereotypes and biases can impair appreciation of diversity.**
- **Team members may resist diversity programs** owing to uneasiness with change or fear of the unknown.

- Tokenism: Symbolic inclusion can cause alienation among various team members.

E. Diversity Understanding Methods

1. Educate Team Members: Teach team members about diversity through workshops and training.
2. Promote Open Dialogue: Foster safe spaces for team members to explore diversity and share their experiences and viewpoints.
3. Promote Cultural Awareness: Encourage knowledge of diverse cultures through celebrations, events, and educational materials.

2. Inclusive Practice Training

After understanding diversity, implement inclusive training programs. Inclusive training makes team members feel valued and empowered to contribute.

The objectives of inclusive training include fostering a culture that celebrates diversity and includes all individuals.

- Developing Inclusion Skills: Empathy, active listening, and conflict resolution are essential for team members to actively contribute to an inclusive atmosphere.

B. Inclusive Training Essentials

1. Bias and Stereotype Awareness

o Implicit Bias Training: Inform team members about unconscious biases and their impact on decision-making and interactions.

o Encourage team members to recognize and combat workplace prejudices.

2 Effective Communication Strategies

Train team members to practice active listening to ensure everyone feels heard and respected.

Respectful Language: Encourage inclusive language that honors individuals' identities and experiences.

3. Empathy Building

Engage participants in perspective-taking exercises to help them see events from others' viewpoints.

o Storytelling: Share personal experiences to build empathy and understanding among team members.

4. Conflict Resolution and Problem-Solving

Promote healthy conversations by teaching team members how to peacefully resolve issues.

o Collaborative Problem Solving: Foster teamwork to address varied difficulties.

C. Training Delivery

1. Workshops and Seminars

Facilitate interactive seminars including group discussions, role-playing, and case studies to engage participants.

Invite various guest speakers to share their experiences and thoughts on inclusion and diversity.

2. Online Training Modules o E-Learning Platforms: Offer flexible, self-paced training options for team members.

Hosting live webinars enables real-time participation and Q&A sessions.

3. Coaching and Mentoring

One-on-One Coaching: Offer personalized support for team members to overcome diversity barriers and foster inclusive habits.

Establish mentorship programs to link diverse team members with experienced mentors.

D. Training Impact Measurement

- Conduct comments Surveys: Collect participant comments on training effectiveness.
- Conduct behavioral assessments to track team dynamics and interactions after training.
- Evaluate the long-term effects of inclusive training on employee engagement, retention, and team performance.

E. Improvement always

- Consistently update training content to address current diversity trends and challenges.
- Encourage Ongoing Learning: Promote a culture of ongoing learning, encouraging team members to pursue diversity and inclusion education.

Thus, team diversity and inclusiveness benefit both employees and the company. Understanding diversity and training for inclusive behaviors may build a vibrant and productive workplace. Diversity and inclusion boost innovation, problem-solving, and employee engagement.



Check Your Progress- B

1. Which of the following is an example of an implicit bias training activity?

- a. a) Group discussions
 - b. b) Role-playing scenarios
 - c. c) Identifying stereotypes
 - d. d) All of the above
2. What is the main goal of communication activities in team building?
 - a. a) To promote competition
 - b. b) To enhance team roles
 - c. c) To improve interpersonal relationships
 - d. d) To decrease employee engagement
 3. Which of the following describes the “norming” stage in Tuckman's model?
 - a. a) Team members come together
 - b. b) Team members establish norms and cohesion
 - c. c) Team members face conflicts
 - d. d) Team members perform at their best
 4. In training for inclusive practices, what is the primary focus?
 - a. a) Improving technical skills
 - b. b) Building empathy and understanding
 - c. c) Enhancing competition
 - d. d) Reducing training time
 5. Which of the following is a common misconception about diversity?
 - a. a) It includes various dimensions
 - b. b) It's just about race and gender
 - c. c) It enhances problem-solving
 - d. d) It requires ongoing commitment
 6. What is an effective method for measuring the impact of inclusive training?
 - a. a) Participant surveys
 - b. b) Attendance records
 - c. c) Company profits
 - d. d) Team size
 7. Which of the following activities helps in building trust within teams?
 - a. a) Speed networking
 - b. b) Tower building
 - c. c) Trust walks
 - d. d) Goal setting
 8. What is the primary benefit of conducting a needs assessment before team training?
 - a. a) To reduce training costs
 - b. b) To customize training content
 - c. c) To increase participant numbers
 - d. d) To improve individual performance
 9. What does active listening primarily involve?
 - a. a) Talking more than others
 - b. b) Interrupting to clarify points
 - c. c) Fully focusing on the speaker
 - d. d) Preparing a response while listening
 10. Which type of activity promotes collaborative problem-solving?
 - a. a) Trust falls
 - b. b) Escape room challenges
 - c. c) Icebreakers
 - d. d) Individual assignments

20.7 SUMMARY

Training for Team Building: We explored the importance of training for team building, including setting clear objectives, customizing training content, and selecting appropriate training methods like workshops and retreats. The focus was on how to create effective programs that enhance team dynamics and performance.

Understanding Team Dynamics: This included an overview of Tuckman's model of team development and Belbin's team roles, emphasizing the significance of understanding how teams grow and the different roles individuals play to enhance collaboration and effectiveness.

Assessing Team Needs: We discussed identifying team challenges and tools for team assessment, such as surveys and observations, to gather insights into team dynamics and areas for improvement.

Designing a Team Building Training Program: This covered the process of creating a training program with specific emphasis on setting objectives, customizing content, and selecting methods that suit the team's needs.

Facilitating Team Building Activities: We examined various activities, including icebreakers, trust-building exercises, problem-solving challenges, and communication activities, highlighting their role in enhancing team cohesion and collaboration.

Encouraging Diversity and Inclusion: This topic focused on understanding the dimensions of diversity in teams and implementing training for inclusive practices. Key components included awareness of biases, effective communication, building empathy, and conflict resolution.



20.8 GLOSSARY

1. **Team building** refers to a range of activities, exercises, and processes designed to enhance the cohesiveness, performance, and effectiveness of a group of individuals working together. The primary goals of team building are to improve communication, foster trust and collaboration, clarify roles, and align team members toward common objectives. Through various structured activities—such as workshops, retreats, problem-solving exercises, and social events—team building aims to strengthen relationships, boost morale, and create a more productive and harmonious work environment.



20.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. b
2. b
3. c

4. b
5. b
6. c
7. b
8. a
9. c
10. b

Check Your Progress –B

1. d
2. c
3. b
4. b
5. b
6. a
7. c
8. b
9. c
10. b



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20.11 SUGGESTED READINGS

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20.12 TERMINAL QUESTIONS

1. What are the key stages of Tuckman's model of team development, and what characterizes each stage?

2. How can organizations assess team needs effectively before implementing team-building training?
3. Describe the importance of diversity in teams and its impact on organizational performance.
4. What are the main components of effective team-building training programs, and how can organizations ensure their success?
5. Explain the role of icebreakers and trust-building exercises in team-building activities.
6. How can organizations implement training for inclusive practices effectively?
7. What are the challenges organizations may face when promoting diversity and inclusion, and how can they overcome them?

UNIT- 21 NEW CONCEPTS OF TRAINING

21.1 Introduction

21.2 Objectives

21.3 Digital Transformation In Training And Personalized Learning Experiences

21.4 Microlearning & Its Impact And Gamification In Training

21.5 Social Learning & Collaboration And Data-Driven Training Approaches

21.6 Focus On Soft Skills Development & Diversity, Equity, And Inclusion In Training

21.7 Summary

21.8 Glossary

21.9 Answer To Check Your Progress

21.10 Reference/ Bibliography

21.11 Suggested Readings

21.12 Terminal & Model Questions

21.1 INTRODUCTION

Technology, labor trends, and organizational needs are changing training and development. Innovative and flexible training models are replacing one-size-fits-all approaches and rigid structures. This chapter discusses innovative training methods that stress personalization, interactivity, and adaptation to match modern workplace complexity.

The realization that employees learn differently underpins these new paradigms. Everyone contributes different experiences, learning styles, and preferences to training. Because of this, enterprises are moving toward tailored learning experiences that accommodate these disparities. Personalized learning boosts engagement, retention, and real-world applicability. Data analytics and learning management systems allow firms to customize training for employees, making it more effective.

Another key change is training's digital transition. E-learning systems, mobile apps, and virtual classrooms make training easier than ever. Today's fast-paced workplaces benefit from employees' self-paced learning. This flexibility encourages continual learning so people can adapt to industry developments and expectations.

Microlearning is also a popular training method. Organizations can speed up learning and retention by simplifying difficult material. This method meets current learners' need for bite-sized content that fits into their busy lives. Microlearning modules can be provided via movies, quizzes, and interactive scenarios, making learning fun.

Gamification—incorporating game-like aspects into training—is another new idea changing how corporations learn. Gamified training programs encourage employee development by

including challenges, rewards, and competition. This interactive technique makes learning fun and promotes peer collaboration, building teamwork and community.

The growing emphasis on soft skills development shows a deeper knowledge of effective training. Today's collaborative workplaces require technical capabilities plus soft skills like communication, cooperation, and emotional intelligence. New training paradigms include simulations, role-playing, and real-world settings to improve interpersonal skills.

AI is also changing training. AI can assess learning patterns, detect skill gaps, and suggest development strategies. This data-driven approach streamlines training and empowers people to own their learning.

Thus, new training paradigms mark a turning point in employee growth. By using personalization, digital technologies, and new methods, firms may construct dynamic training programs for today's workforce. In this shifting context, we must adapt to employee demands to ensure that training drives engagement, performance, and corporate success.

21.2 OBJECTIVES

After reading this unit you will be able to understand:

- Digital Transformation In Training And Personalized Learning Experiences
- Microlearning & Its Impact And Gamification In Training
- Social Learning & Collaboration And Data-Driven Training Approaches
- Focus On Soft Skills Development & Diversity, Equity, And Inclusion In Training

21.3 DIGITAL TRANSFORMATION IN TRAINING AND PERSONALIZED LEARNING EXPERIENCES

Digital Training Transformation

1. Online Training and E-learning Platforms

Introduction to E-learning

Modern education and training relies on e-learning, which uses technology to teach outside of classrooms. This section defines e-learning, provides a historical context, and examines its evolution in several sectors.

E-learning types Platforms

E-learning includes many platforms for training and education. Here are some categories:

- Moodle and Blackboard are examples of Learning Management Systems (LMS) used to manage and deliver educational courses.

- Content Management Systems (CMS): Tools like WordPress for creating and sharing learning content.
- MOOC platforms like Coursera and edX offer courses to a big audience.

E-learning benefits

Benefits of e-learning include:

- Flexibility: Learners can access content anytime, accommodating varied schedules.
- Cost-effective: Lowers travel and material expenses compared to traditional training.
- Scalability: Organizations can teach several personnel in multiple locations.

Issues and Limitations

E-learning has pros and cons:

- Technology Access: Limited internet and device access can limit student involvement.
- In a digital context, maintaining learner interest can be tough.
- Quality Control: Complexity in ensuring high-quality content and delivery.

Future E-learning Trends

E-learning is projected to change in numerous ways:

- VR/AR integration enhances immersive learning experiences.
- Prioritized social learning by using collaborative tools to promote peer engagement.
- Data-Driven Insights: Continuously improving learning experiences using analytics.

2. Mobile Learning Role

Definition and Importance of Mobile Learning

Mobile learning (m-learning) uses mobile devices for education. This section examines how smartphones and tablets have changed learning.

Advantages of Mobile Learning

Mobile learning has advantages:

- Accessibility: Learners may easily fit learning into their busy lives by engaging with content on the go.
- Interactive mobile apps can improve user experience with gamification and multimedia content.

- Mobile platforms can personalize learning sessions using user data.

Mobile Learning Challenges

Mobile learning has pros and cons:

- **Distraction:** Non-educational apps and notifications may cause distraction.
- **Design Constraints:** Tough to create engaging information for tiny screens.
- **Device Variability:** Alterations in devices and operating systems can impact learning.

Best Practices for Mobile Learning

For mobile learning to work best, businesses should:

- **User-Centric Design:** Creating an intuitive interface to improve user experience.
- **Optimize content for mobile use,** including shorter formats.
- **Engaging Strategies:** Using gamification and social features to increase involvement.

Future of Mobile Learning

In the future, mobile learning may use AI and machine learning for smarter, more adaptive learning paths.

- **Incorporating Augmented Reality** for more engaging learning.
- **Collaborative Learning Tools:** Encouraging peer learning and social interaction on mobile platforms.

Digital transformation in training through e-learning and mobile learning changes how firms train and develop their workforce. Companies can promote continuous learning, employee engagement, and training outcomes by using these technologies.

Customized Learning

1 Adaptive Learning Tech

Introduction to Adaptive Learning

- Adaptive learning is a personalized approach to education based on individual requirements and performance.
- **Historical Context:** Explore the development of adaptive learning from early approaches to modern technology.

Key Adaptive Learning Principles

- **Personalization:** Adaptive learning adapts content to each learner's speed and style.

- **Real-time Assessment:** Continuous assessments inform content delivery and adjust learning routes.
- **Feedback Loops:** Improves learning by providing timely feedback on understanding and performance.

Workings of Adaptive Learning Technologies

Explore the use of algorithms and data analytics to dynamically alter material based on learner data.

- Examples of adaptive learning in Learning Management Systems (LMS) include Smart Sparrow and DreamBox.

Agile Learning Technologies Benefits

- **Improved Learning Outcomes:** Customized experiences enhance retention and comprehension.
- **Enhanced Engagement:** Motivating learners with relevant and challenging information.
- **Support diverse learning needs,** including those with learning difficulties, by accommodating varied learning styles and speeds.

Adaptive Learning Implementation Challenges

- **Technology Barriers:** Issues with internet access and device availability.
- **Addressing data privacy and security concerns** for learner data collecting and usage.
- **Change Resistance:** Cultural and organizational obstacles to embracing new technology and methods.

Case Studies and Examples

- Recognize successful firms using adaptive learning technologies, such as McGraw-Hill Education and Knewton.
- Analyze impact indicators and outcomes from case studies to demonstrate adaptive learning's efficacy.

Adaptive Learning Technology Futures

- **Integration of AI and Machine Learning:** Impact on Developments in Adaptive Learning.
- **Personalized Learning Ecosystems:** Adaptive learning across platforms and devices through networked systems.
- **Global Trends:** Explore the use of adaptive learning technologies worldwide and its ramifications.

2. Personalizing Content

Knowing Tailored Content

- Tailoring content involves adapting learning materials to match individual learners' requirements and preferences.
- In today's different learning environments, tailored material is vital. Discuss its importance.

Content customization methods

- Conduct initial evaluations to determine student strengths, limitations, and preferences.
- Modular content design allows for mixed and matched learning resources to meet individual needs.
- Flexible Learning Paths: Establishing diverse content pathways for learners to choose their preferred path depending on interest and ability.

Technology Customizes Content

- Learning Analytics: Tracking progress and adapting content based on data.
- AI-driven Content Creation: Investigating tailored content solutions based on learner choices and interactions.

Both Coursera and Khan Academy employ recommendation systems to show users personalized content based on their past behaviors.

Tailored Content Benefits

- Improved Engagement: Personal interests and needs lead to higher learner engagement.
- Enhanced Retention and Application: Customized content enhances comprehension and retention.
- Encouraging learners to take ownership of their learning experience increases motivation and empowerment.

Issues with Content Tailoring

- Resource-intensive: Customizing material takes time and resources.
- Quality Consistency: Ensure personalized material satisfies high standards of quality and relevancy.
- Scalability: Balancing personalization with efficient training for big populations.

Effective Content Tailoring Methods

- Iterative Design Processes: Refine content based on learner feedback and performance data.

- Collaborating with Subject Matter Experts to guarantee accurate and relevant material.
- Integrate diverse content types (videos, interactive simulations, texts) to accommodate diverse learning styles.

Successful Tailored Content Case Studies

- Examples from many industries: Featuring successful implementations of personalized content strategies (e.g. Pearson, Duolingo).
- Results Analysis: Highlighting outcomes and learner satisfaction metrics from these programs.

The future of tailoring content includes the use of emerging technologies like AR and VR to create immersive learning experiences.

- Increased social and collaborative learning environments for individualized experiences.
- Global adaptations: addressing educational issues and possibilities through content customization.

Thus, adaptive learning systems and tailored content provide personalized learning experiences, a major educational advancement. These methods can help companies develop more interesting, effective, and inclusive learning environments that meet varied student needs.

21.4 MICROLEARNING & ITS IMPACT AND GAMIFICATION IN TRAINING

Impact of Microlearning

1. Basic Microlearning Principles

Definition of Microlearning

- Microlearning is an approach that delivers content in small, digestible bits. This strategy mimics how humans learn, making it easy to grasp and remember.

Compare microlearning to traditional learning models, which typically include longer, more sophisticated training sessions.

Key Microlearning Principles

- Bite-Sized Learning: Short 3-5 minute portions for concentrated learning.
- Just-in-Time Learning: Microlearning enables on-the-job training by providing rapid access to knowledge.
- Active Engagement: Quizzes, interactive scenarios, and gamification improve learner engagement.

- Microlearning uses spaced repetition to reinforce knowledge and enhance retention over time.

Content types for microlearning

- Videos: Brief instructional videos that simplify subjects.
- Infographics: Simplify difficult ideas through visual representations.
- Interactive Modules and Quizzes: Test knowledge and provide immediate feedback with engaging forms.
- Podcasts: Audio pieces for learners to listen to during commutes or breaks.

Learning Science Behind Microlearning

Discuss how microlearning reduces cognitive overload by providing information in small, manageable portions, as per Cognitive Load Theory.

- Focus on the Spacing Effect: Discover how spaced learning aids in long-term retention of knowledge.
- Dual Coding Theory: Explain how integrating verbal and visual information improves learning results.

Advances in Microlearning Technology

- Learning Management Systems (LMS): Platforms for microlearning material delivery and progress tracking.
- Mobile Learning: How mobile devices enable anytime, anywhere access to microlearning.
- Data Analytics: Tailoring microlearning sessions and improving content relevancy using learner data.

Challenges and Limitations of Microlearning

- Content Creation: Creating high-quality microlearning content takes time and expertise.
- Integrating microlearning into existing programs might be challenging.
- Effectiveness measurement: Innovative evaluation methodologies may be needed to determine the impact of microlearning on learning outcomes.

2. Advantages and Tips

Benefits of Microlearning

- Shorter, targeted learning sessions improve memory and recall, according to research.
- Offers flexibility and accessibility: Learners can interact with microlearning content at their own speed, accommodating hectic schedules.

- **Decreased Dropout Rates:** Interactive and diverse material forms motivate and engage learners.
- **Cost-Effective:** Microlearning may be cheaper than traditional training, needing fewer time and resources for content creation and delivery.
- **Scalability:** Microlearning programs can be scaled to reach wider audiences without major expense increases.

Best Practices for Microlearning

- **Set Clear Learning Objectives:** Establish quantifiable goals for each microlearning module to drive content development and assessment.
- **Customize material** to match the requirements, preferences, and learning styles of the target audience.
- **Include engaging forms** like films, infographics, and interactive activities to keep learners interested.
- **Utilize quizzes and feedback** to promote learning and check comprehension.
- **Enhance Accessibility:** Make material available across devices and platforms for diverse learners.

Successful Microlearning Case Studies

- **Corporate Training:** Study effective microlearning integration in businesses like Google and IBM.

Educational Institutions: Explore how microlearning tactics improve student learning in schools and universities.

Microlearning Impact Measurement

- **Establish KPIs**, including completion rates, evaluation scores, and learner satisfaction, to assess microlearning programs' efficacy.
- **Implement feedback mechanisms** to improve microlearning content and delivery.

Future Microlearning Trends

- **Personalization:** Demand for customized learning experiences based on individual choices and needs.
- **How AI can improve microlearning** by assessing learner data and recommending customized content.
- **Social Learning Elements:** Enhanced peer interaction through collaborative and social learning features in microlearning platforms.

Microlearning transforms education and training to match how current learners learn. Understanding microlearning's concepts, benefits, and implementation best practices helps organizations design effective learning experiences that boost retention, engagement, and skill development.

Training Gamification: 1. Adding Game Elements

Gamification definition

- Define gamification as applying game design principles and mechanics to non-game contexts, like training and education.
- Difference between Gamification and Serious Games: Gamification is not the same as serious games, which are aimed for more than just enjoyment.

Key Game Elements in Training: • Points: Discuss how points measure achievement, provide instant feedback, and motivate involvement.

- Explain the importance of badges as visual representations of accomplishments, encouraging a sense of achievement and prestige.
- Analyze how leaderboards motivate learners to engage more actively with training content by encouraging competitiveness among learners.
- Explain how challenges and quests create a narrative and sense of purpose by providing structured activities for learners to complete.
- Levels and Progression: Highlight the importance of achieving levels as learners go through training, fostering a sense of achievement and growth.

The Psychology of Gamification

- Discuss motivation theories like Self-Determination Theory (SDT) and its use in gamification to boost intrinsic motivation.
- Behavioral Psychology: Discover how gamification uses reinforcement and prizes to promote desirable behaviors.
- Define flow state and its relevance in gamification, striving for a balance between challenge and skill.

Effective Gamified Training Design • link Gamification with Learning Objectives: It is crucial to link gamification features with training goals and outcomes.

- Audience Understanding: Discuss adapting gamification tactics to target audience preferences and demographics.
- Designing Meaningful Challenges: Study how to create challenges that align with learners' roles and experiences.

- **Balance Competition and Collaboration:** Promote a helpful learning environment by balancing competitive and collaborative features.

Technology for Gamification

- **Gamification Platforms:** Discuss prominent technologies like Kahoot, Articulate 360, and Badgr for creating gamified training sessions.
- Discuss integrating gamification into Learning Management Systems (LMS) for efficient deployment and tracking.

Evaluation of Gamified Training

- Identify KPIs for assessing the impact of gamified training, including engagement, completion, and learner feedback.
- Examine the significance of data analytics in monitoring learner behavior and outcomes, enabling continual gamification strategy refinement.

2. Successful Gamified Training Program Case Studies

Gamified Training in Different Industries

- **Corporate Training:** Discuss how gamification improves staff training and performance across industries.
- **Education Sector:** Discuss the benefits of gamification in engaging students in educational institutions.

Case Study 1: Deloitte Leadership Academy • **Background:** Discuss Deloitte's workforce development goals.

- **Gamification Strategy:** Explain how Deloitte used badges, leaderboards, and challenges in its Leadership Academy.
- **Results:** Examine how gamification affects learner engagement, retention, and training effectiveness.

Case Study 2: Khan Academy

- **Background:** Introduce Khan Academy as an educational technology pioneer.

Explain how Khan Academy employs points, badges, and mastery challenges to motivate students' learning.

- **Outcomes:** Discuss positive impacts on student engagement, motivation, and academic performance through gamification.

Starbucks Barista Basics Case Study 3

Provide background on Starbucks' training programs for new baristas.

- Implemented gamification tactics in the Barista Basics training program, such as interactive quizzes and simulated encounters.
- Results: Assess the impact of these tactics on increased knowledge and customer service abilities.

SAP Community Network Case Study 4

- Background: Discuss SAP's staff development programs.
- Discuss integrating gamification into SAP's Community Network to promote knowledge sharing and cooperation among employees.
- Conduct an impact analysis to see how gamification has affected employee engagement, innovation, and productivity.

Lessons from Case Studies

- Identify essential lessons and best practices from case studies for future gamified training efforts.
- Discuss common difficulties and solutions for overcoming them during gamification deployment.

Future Gamified Training Trends

- Discover how technology advancements like VR and AR may impact the future of gamified training.
- Discuss the trend towards individualized gamified experiences that cater to individual learner preferences and development.

Consider integrating gamification with social learning tactics to improve collaboration and information sharing.

Gamification boosts learner engagement and training outcomes. Organizations can create dynamic learning environments that engage employees and support ongoing improvement by combining game components and learning from successful case studies.

21.5 SOCIAL LEARNING & COLLABORATION AND DATA-DRIVEN TRAINING APPROACHES

Collaboration and Social Learning

1. Social Media Impact on Training: Understanding Social Learning

- Define social learning as learning from others in a social context, highlighting its significance in modern training situations.

- **Historical Context:** Explore the development of learning theories, such as Albert Bandura's social learning theory, and their impact on present applications.

Role of Social Media in Training • **Social Media Definition:** Define social media, including Facebook, Twitter, LinkedIn, and professional networks.

- **Social Media Integration in Learning Environments:** Address the growing use of social media in training programs to enhance learning experiences.

Benefits of Social Media in Training: • **Enhanced Collaboration:** Discuss how social media promotes knowledge exchange and communication among employees.

Explain how social media enhances learning by providing access to diverse opinions and knowledge.

- **Emphasize the value of real-time feedback and support,** enabling learners to seek assistance from peers and mentors.
- **Enhanced Engagement:** Examine how social media can boost learner engagement through interactive content and debates.

Use of Social Media in Training Challenges • **Address Information Overload:** Address the risk of learners being overwhelmed by social media noise.

- **Discuss the distracting risks of keeping concentration in social media-dominated situations.**
- **Discuss privacy and security concerns,** especially in organizations where sensitive information is exchanged.

To effectively use social media in training, establish clear guidelines for staff to maintain professionalism and attention.

- **Promote Structured Engagement:** Use conversation prompts or collaborative initiatives to steer social media interactions.
- **Leverage Existing Tools:** Explore how businesses might employ social media platforms for training, considering user familiarity and comfort.

Successful Social Media Integration Case Studies

- **An example from corporate training:** Examine IBM or Deloitte's social media training success.
- **Educational Institutions:** Explore how universities and colleges use social media to improve student learning and engagement.

Measurement of Social Media's Training Impact

- **Assessment Metrics:** Determine KPIs for social media training efficacy, including engagement, knowledge retention, and user feedback.

- Examine the impact of data analytics on social media interactions and learning outcomes.

2. Peer Learning Methods

Peer-to-peer learning definition

- Define peer-to-peer learning as a collaborative strategy where individuals learn from and with each other outside of conventional educational organizations.
- Discuss the growing importance of peer learning in busy, collaborative work situations.

Advantages of Peer Learning

- **Promoting Collaboration:** Discuss how peer learning improves teamwork and collaboration skills.
- **Emphasize the importance of peer relationships** in fostering trust and camaraderie among team members.
- **Enhance Knowledge Retention:** Discuss how educating others can improve one's own comprehension and retention.
- **Diverse Perspectives:** Benefit from peer ideas to enhance knowledge of challenging issues.

Peer-to-Peer Learning Implementation Strategies

- Outline structured peer learning initiatives, such as mentorship, buddy systems, and joint projects, for organizations.
- Promote informal learning through lunch-and-learn events or peer discussion groups.
- **Technology:** Explore how platforms like Slack, Microsoft Teams, and forums may facilitate peer-to-peer learning through collaboration channels.

Peer Learning Tools and Platforms

- Discuss how Learning Management Systems (LMS) can enhance peer-to-peer interactions via discussion boards, collaborative assignments, and social features.
- Discuss the potential of LinkedIn and Facebook groups as informal learning places for professional development.
- Feature dedicated peer learning tools like Edmodo and Peergrade.

Peer-to-peer learning challenges

- Address participation variability to ensure consistent engagement from all learners in peer learning activities.
- **Quality Control:** Address concerns about information quality and the need for supervision / mentoring among peers.

- Examine potential opposition to peer learning from those who prefer traditional techniques or are uncomfortable with peer interactions.

Successful Peer-to-Peer Learning Case Studies

- Corporate Examples: Examine successful peer-to-peer learning initiatives, including Google's g2g program.
- Examine how colleges use peer learning to improve student engagement and performance.

Estimating Peer-to-Peer Learning Effectiveness

- Explore feedback and assessment tools to assess peer learning projects' efficacy.
- Measure learning outcomes, including knowledge retention, collaboration skills, and learner satisfaction.

Peer-to-Peer Learning Trends

- Examine the impact of upcoming technologies like AI and VR on peer-to-peer learning.
- Discuss the trend of merging peer learning with official training programs to create blended learning experiences.

Social learning and collaboration, powered by social media and peer-to-peer tactics, have changed how modern enterprises approach training and development. These tactics can help companies build dynamic, engaging learning environments that boost collaboration, knowledge retention, and employee happiness.

Data-driven training methods

1. Informing Training Decisions using Analytics

Understanding Data-Driven Methods

- Define Data-Driven Training: Incorporate data analytics into training and discuss its relevance in current organizations.
- Historical Context: Examine the shift from intuition-based to data-driven training strategies, highlighting major milestones.

Training Data Types: • Learner Data: Analyze demographics, learning styles, and performance indicators.

- Emphasize the significance of training statistics, including completion rates, evaluation scores, and engagement measures.
- Contextual Data: Discuss how industry trends and organizational goals can influence training decisions.

Analytics Tools & Tech

Discuss the integration of analytics in current Learning Management Systems (LMS) to track learner progress and engagement.

- Use business intelligence tools like Tableau and Power BI to view and analyze training data.
- Explain the importance of AI and ML in predicting learner needs and personalizing training sessions.

Methods for Data Collection

- Emphasize the value of getting qualitative data through surveys and feedback forms from learners.
- Performance Metrics: Discuss ways for gathering quantitative data on student performance, like assessments and examinations.
- Observational Data: Discuss how observing training sessions can reveal learner engagement and efficacy.

Making Training Decisions Using Analytics

- Identify Skill Gaps: Explain how data analytics may influence targeted training interventions by identifying employee skill and knowledge gaps.
- Discuss how analytics may personalize learning paths and tailor information to specific learner needs.

Explain how firms can use data to improve training programs and increase their effectiveness and efficiency.

Case Studies of Successful Data-Driven Training • Example from Corporate Training: Examine AT&T or Amazon for successful use of data analytics in training decisions.

- Investigate how colleges use analytics to enhance course offerings and student learning.

Implementing Data-Driven Training: Challenges

- Ensure data quality and integrity, addressing biases and inaccuracies.
- Privacy Concerns: Examine ethical and privacy concerns in collecting and using learner data.
- Address potential employee and management opposition to data-driven training initiatives.

2. Assessing Training Success

Knowing Training Effectiveness

- Define training efficacy as the degree to which it accomplishes its intended aims and outcomes.

- Discuss the significance of monitoring training effectiveness to justify investments and enhance future programs.

Frameworks for Assessing Training effectiveness

- Explain the Kirkpatrick Model four stages (Reaction, Learning, Behavior, Results) and its use in assessing training effectiveness.
- Discuss the Phillips ROI Model, which quantifies the financial return on training efforts.

Introduce the Balanced Scorecard approach to measure training effectiveness in alignment with organizational goals.

Key Training Effectiveness Metrics

- **Reaction Metrics:** Investigate tools for assessing learner satisfaction and engagement, including as surveys and feedback forms.
- **Learning Metrics:** Evaluate information retention and skill acquisition via quizzes, examinations, and practical assessments.
- Describe how businesses can measure changes in job behavior after training through performance evaluations and observational assessments.
- **Results Metrics:** Assess training's influence on organizational outcomes including productivity, quality, and employee retention.

Effectiveness Measurement Tools

- Display the usage of analytics dashboards to view training metrics and track efficacy in real-time.
- **Assess Software:** Explore tools for evaluating learning outcomes through assessment creation and administration.
- Find channels to collect feedback from learners and stakeholders to evaluate training efficacy.

Evaluating Training

- Consider doing pre- and post-training assessments to quantify knowledge acquisition and skill progress.

Explore the relevance of longitudinal studies in analyzing the long-term impact of training on employee performance and organizational outcomes.

- Emphasize the importance of qualitative methodologies like focus groups and interviews for gaining insights into training efficacy.

Assessment of Training Effectiveness Case Studies

- Consider successful firms like Google and Unilever that have employed measuring tools to evaluate training efficacy.

Discuss how universities and colleges evaluate the efficiency of their training programs and courses.

Problems Assessing Training Effectiveness

- Attribution Issues: Address barriers to attributing performance increases purely to training, considering external influences that may impact outcomes.
- Resource Constraints: Explore obstacles in providing resources for thorough training evaluations.
- Examine stakeholder resistance to measurement, including mistrust of evaluations and assessments.

Trends in Training Effectiveness Measurement

The future of quantifying training performance is blending evaluation methodologies with learning analytics for more comprehensive insights.

- Prioritize Continuous Improvement: Highlight the increased emphasis on continual training program improvement based on measurement and feedback.
- Consider using AI to evaluate training efficacy by analyzing massive datasets and offering actionable insights.

Organizational training and development has advanced with data-driven training methods that use analytics and measurement. Effective data use helps firms make training decisions, refine programs, and improve employee performance and company success.



Check Your Progress-A

1. What is the primary focus of modern training concepts?
 - a. Traditional teaching methods
 - b. Aligning training with organizational goals
 - c. Standardized testing
 - d. Group lectures
2. Which of the following is a benefit of e-learning platforms?
 - a. Increased travel costs
 - b. Limited accessibility
 - c. Flexibility and convenience
 - d. Reduced engagement
3. Personalized learning experiences primarily aim to:
 - a. Deliver the same content to all learners

- b. Tailor content to individual learner needs
 - c. Focus only on hard skills
 - d. Eliminate the need for assessments
4. What is a key principle of microlearning?
- a. Long, extensive training sessions
 - b. Short, focused learning segments
 - c. Group-oriented learning
 - d. Traditional classroom instruction
5. Gamification in training involves:
- a. Adding game elements to learning experiences
 - b. Standardizing all training programs
 - c. Removing competition from training
 - d. Focusing solely on hard skills
6. Which method is most effective for fostering peer-to-peer learning?
- a. Solo study sessions
 - b. Collaborative projects and discussions
 - c. Written reports only
 - d. Formal assessments
7. Data-driven training approaches utilize:
- a. Guesswork and intuition
 - b. Analytics to inform decisions
 - c. Random feedback
 - d. Only qualitative data
8. Emotional intelligence primarily includes:
- a. Technical skills
 - b. Communication and empathy
 - c. Knowledge of algorithms
 - d. Financial literacy
9. Which of the following is NOT considered a soft skill?
- a. Teamwork
 - b. Problem-solving
 - c. Computer programming
 - d. Adaptability
10. To create inclusive training programs, it is important to ensure:
- a. Content is accessible to all participants
 - b. Only one perspective is represented
 - c. Training is conducted in a single language
 - d. Assessments are standardized for everyone

21.6 FOCUS ON SOFT SKILLS DEVELOPMENT & DIVERSITY, EQUITY, AND INCLUSION IN TRAINING

Develop Soft Skills

1. The Value of Emotional Intelligence and Communication

Understanding Soft Skills

- Define Soft Skills: Explain their distinction from hard skills and their importance in personal and professional contexts.
- Soft Skills: Cover interpersonal, communication, problem-solving, and emotional intelligence categories.

The Role of Emotional Intelligence (EI)

- EI Definition and Components: The five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills.
- EI's Impact on Professional Success: Examine how emotional intelligence improves workplace relationships, cooperation, and leadership.

Communication Skills Matter

- Define effective communication, including verbal, non-verbal, and written communication.
- Communication Skills in Professional Settings: Examine the significance of communication in teamwork, conflict resolution, and leadership.

Identify typical barriers to effective communication and their impact on workplace dynamics.

Emotional Intelligence and Communication Integrate

Explore how emotional intelligence (EI) improves communication by emphasizing self-awareness and empathy, leading to better interpersonal relationships.

- EI in Action Case Studies: Show how businesses or leaders have used emotional intelligence to increase communication and teamwork.

Emotional Intelligence and Communication Assessment

- EI Assessment Tools: Explore ways to evaluate emotional intelligence, including the Emotional Quotient Inventory (EQ-i).
- Examine communication skills evaluation approaches for individuals and teams, including peer feedback and self-assessments.

Challenges in EI and Communication Development

- Training Resistance: Address obstacles to increasing emotional intelligence and communication skills, such as employee skepticism or reluctance.
- Discuss the challenge of measuring the impact of emotional intelligence and communication training on performance and productivity.

2. Soft Skills Training: Innovative vs. Traditional Methods

- Traditional Training Overview: Discuss traditional soft skills training methods including workshops and seminars.

- Encourage Innovative Methods: Emphasize the need for engaging and effective training that accommodates varied learning styles.

Experiential Learning

- Define experiential learning and its importance in soft skill development.
- Discuss role-playing and simulations as realistic scenarios for learning emotional intelligence and communication skills.
- Case Studies: Demonstrate successful implementation of experiential learning in the training programs of organizations.

Tech-Enhanced Learning

- Investigate online learning platforms and e-learning programs for soft skills training.
- Gamification: Discuss how gamifying training programs can motivate and engage learners.

Highlight the unique usage of VR and AR technologies to provide immersive soft skills training experiences.

Learning and Working Together

- Discuss the advantages of peer-to-peer learning in enhancing soft skills, cooperation, and team trust.
- Mentorship Programs: Explore the importance of mentorship in soft skill development, including successful mentor-mentee pairing mechanisms.

Feedback Mechanisms

- Emphasis on continual feedback loops for soft skill development and growth.
- Examine 360-Degree Feedback: Assess emotional intelligence and communication skills with this tool.

Developing Soft Skills Culture

- Leadership Support: Explore how leadership promotes soft skill development in businesses.

Consider integrating soft skills assessment into performance assessments and career development plans.

- Recognize and Reward Systems: Emphasize the value of rewarding individuals for displaying great soft skills in the workplace.

Evaluation of Soft Skills Training

- Identify KPIs for evaluating soft skills training programs, such as employee engagement and team collaboration.

- Discuss ways for analyzing the long-term impact of soft skills training on organizational performance and employee happiness.

Future Soft Skills Training Trends: • Personalization: Examine the trend towards personalized learning experiences based on individual strengths and shortcomings.

- Discuss the use of AI and machine learning to improve soft skills training through individualized feedback and recommendations.
- Emphasize soft skills training for remote and hybrid workforces, stressing digital communication and collaboration.

Today's dynamic workplaces require soft skills like emotional intelligence and communication. Innovative training and a culture that promotes these abilities can boost employee performance, collaboration, and success.

1. Inclusive Training Program Design: Diversity, Equity, and Inclusion

In this section, we will define diversity, equality, and inclusion (DEI) and discuss their importance in organizational situations.

- Historical Context: Summarize the development of DEI initiatives in the workplace and their impact on corporate culture.

Inclusive Training Programs Matter

The business case for DEI highlights the advantages of inclusive training programs, such as increased employee engagement, innovation, and decision-making.

- Examine legal and ethical implications of DEI in training, including anti-discrimination laws and corporate social responsibility.

Key Inclusive Training Design Principles

- Focus on accessibility: Ensure training materials and environments are accessible to all participants, including those with impairments.
- Stress the importance of cultural competence for trainers and participants, including knowing and appreciating varied backgrounds.
- Address Equity in Learning Opportunities: Ensure equal access to training and resources for all learners.

Inclusive Training Program Design

- Develop a strategy for conducting a requirements assessment to identify DEI challenges and opportunities inside an organization.
- Discuss curriculum development to reflect varied viewpoints and meet the needs of all learners.

- **Inclusive Language and Content:** Make sure you use language and examples that appeal to various audiences.

Explore the benefits of engaging various trainers to offer diverse viewpoints and experiences to training.

Inclusive Training Program Implementation

Discuss effective facilitation approaches to encourage involvement and engagement among all learners.

- **Create a Safe Learning setting:** Discuss ways for fostering a supportive setting where participants can freely express their experiences and viewpoints.
- **Incorporate Feedback:** Emphasize the value of participant feedback for continuous training program improvement.

Inclusive Training Program Case Studies

- **An example from corporate training:** Examine a company that implemented an inclusive training program and its results.
- **Discuss how universities and colleges have implemented inclusive training programs for teachers and staff to improve learning for different student populations.**

Evaluation of Inclusive Training

- **Assessment Metrics:** Determine KPIs for inclusive training program effectiveness, including participant satisfaction and information retention.
- **Assess Long-Term Impact:** Explore ways to evaluate training's long-term effects on workplace culture and employee behavior.

2. Diversifying Learning Environments

Why Diverse Learning Environments Matter

- **Discover the cognitive and social benefits of a diversified learning environment, such as improved problem-solving and creativity.**
- **Discuss how diversity in learning promotes an inclusive organizational culture.**

Diverse Learning Environment Strategies

- **Diverse Participant Recruitment and Retention:** Explore methods to attract and maintain diverse learners, such as outreach and community partnerships.
- **Encourage Participation and Engagement:** Promote group discussions, collaborative projects, and peer learning opportunities for all learners.

Supporting Diversity with Technology

- Examine the potential of online learning systems for different groups to offer flexible and accessible learning opportunities.
- Assistive Technologies: Discuss their function in aiding learners with impairments and guaranteeing full participation in training.

Building an inclusive Culture

- Emphasize leadership commitment to DEI programs for a diverse learning environment.
- Discuss the role of corporate policies and practices in encouraging diversity and inclusion, such as anti-harassment policies and diversity training for all employees.

Feedback and Continuous Improvement

- continual Assessment: Call for continual evaluation of DEI activities and training programs to identify opportunities for improvement.
- Discuss techniques for developing feedback loops to encourage participants to share their experiences and suggestions for improving inclusivity.

Successful DEI Strategies Case Studies

- Corporate Examples: Examine successful firms' diversified learning environments, including tactics and outcomes.

Discuss how educational institutions have utilized DEI initiatives to foster inclusive learning environments for students and faculty.

DEI Training and Learning Future Trends

- Explore changing concepts of diversity and their impact on training and learning environments.
- Technology and Inclusion: Explore how AI and machine learning may enhance DEI training and learning activities.

Diversity, equity, and inclusion in training are crucial for successful and engaging learning. Organizations may boost employee engagement, creativity, and performance by creating inclusive training programs and diverse learning environments.



Check Your Progress- B

1. What is the first step in designing inclusive training programs?
 - a. a) Implementing the training
 - b. b) Curriculum development

- c. c) Conducting a needs assessment
 - d. d) Evaluating past programs
2. A benefit of a diverse learning environment is:
 - a. a) Decreased creativity
 - b. b) Enhanced problem-solving abilities
 - c. c) Increased homogeneity
 - d. d) Limited perspectives
3. What role does leadership play in fostering DEI initiatives?
 - a. a) Minimal influence
 - b. b) Critical for success
 - c. c) Only supportive when convenient
 - d. d) Focused on enforcement
4. Which of the following is an innovative method for soft skills training?
 - a. a) Lectures only
 - b. b) Role-playing and simulations
 - c. c) Standardized tests
 - d. d) Solo projects
5. How can organizations measure the effectiveness of their training programs?
 - a. a) By random guesswork
 - b. b) Using key performance indicators (KPIs)
 - c. c) Through anecdotal evidence only
 - d. d) Ignoring feedback from participants
6. Which of the following enhances emotional intelligence?
 - a. a) Ignoring feedback
 - b. b) Self-awareness and empathy
 - c. c) Strict adherence to rules
 - d. d) Avoiding interpersonal interactions
7. In the context of training, what does “accessibility” refer to?
 - a. a) Making training materials available online
 - b. b) Ensuring materials are usable by all participants, including those with disabilities
 - c. c) Reducing costs for training
 - d. d) Providing only in-person training
8. Which assessment method helps gauge emotional intelligence?
 - a. a) Technical skills tests
 - b. b) Emotional Quotient Inventory (EQ-i)
 - c. c) Standardized written exams
 - d. d) Group discussions only
9. What is a key challenge in developing soft skills?
 - a. a) Lack of interest in technical skills
 - b. b) Resistance to training and assessments
 - c. c) Easy measurement of success
 - d. d) Overemphasis on hard skills
10. What is the primary goal of fostering a diverse learning environment?
 - a. a) To create a uniform approach to training
 - b. b) To enhance learning outcomes and creativity
 - c. c) To limit participation to select groups
 - d. d) To focus on technical training only

21.7 SUMMARY

New Concepts of Training: Focused on the evolution of training methods to incorporate modern practices, emphasizing the importance of aligning training with organizational goals and learner needs.

Digital Transformation in Training: Explored e-learning platforms, mobile learning, personalized experiences, adaptive technologies, and microlearning, highlighting how these innovations enhance training effectiveness and accessibility.

Personalized Learning Experiences: Discussed adaptive learning technologies and the importance of tailoring content to meet individual learner needs, fostering engagement and improving outcomes.

Microlearning and Its Impact: Covered the principles of microlearning, its benefits such as improved retention and flexibility, and best practices for implementation in training programs.

Gamification in Training: Examined the incorporation of game elements into training programs, showcasing successful case studies and the positive impact on learner engagement and motivation.

Social Learning and Collaboration: Addressed the influence of social media on training, the benefits of peer-to-peer learning strategies, and how these can enhance collaboration and knowledge sharing.

Data-Driven Training Approaches: Focused on using analytics to inform training decisions and measuring training effectiveness, discussing tools and methods for data collection and assessment.

Focus on Soft Skills Development: Emphasized the importance of emotional intelligence and communication skills, exploring innovative training methods such as experiential learning, technology-enhanced learning, and continuous feedback.

Diversity, Equity, and Inclusion in Training: Discussed designing inclusive training programs and strategies for fostering a diverse learning environment, highlighting the benefits of DEI initiatives and the need for ongoing assessment and improvement.



21.8 GLOSSARY

1. Soft skills are interpersonal attributes and personal qualities that enable individuals to effectively communicate, collaborate, and interact with others in various settings. Unlike hard skills, which are specific technical abilities or knowledge (such as proficiency in a software program or a particular trade), soft skills encompass a range of competencies that are essential for building relationships, gaining visibility, and creating more opportunities for advancement.



21.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress –A

1. b) Aligning training with organizational goals
2. c) Flexibility and convenience
3. b) Tailor content to individual learner needs
4. b) Short, focused learning segments
5. a) Adding game elements to learning experiences
6. b) Collaborative projects and discussions
7. b) Analytics to inform decisions
8. b) Communication and empathy
9. c) Computer programming
10. a) Content is accessible to all participants

Check Your Progress –B

1. c) Conducting a needs assessment
2. b) Enhanced problem-solving abilities
3. b) Critical for success
4. b) Role-playing and simulations
5. b) Using key performance indicators (KPIs)
6. b) Self-awareness and empathy
7. b) Ensuring materials are usable by all participants, including those with disabilities
8. b) Emotional Quotient Inventory (EQ-i)
9. b) Resistance to training and assessments
10. b) To enhance learning outcomes and creativity



21.10 REFERENCES

1. Noe, R. A. (2017). *Employee Training and Development* (8th ed.). McGraw-Hill Education.
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4. Blanchard, P. N., & Thacker, J. W. (2013). *Effective Training: Systems, Strategies, and Practices* (6th ed.). Pearson.



21.11 SUGGESTED READINGS

1. Noe, R. A. (2017). *Employee Training and Development* (8th ed.). McGraw-Hill Education.
2. Beebe, S. A., & Mottet, T. P. (2016). *Training and Development: Enhancing Communication and Leadership Skills* (2nd ed.). Pearson.
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21.12 TERMINAL QUESTIONS

1. What are the key components of modern training concepts, and how do they differ from traditional methods?
2. Explain the role of digital transformation in training, highlighting its major elements.
3. Discuss the significance of personalized learning experiences in employee training.
4. What are the principles of microlearning, and what benefits does it offer?
5. Analyze the impact of gamification in training programs and provide examples of successful implementations.
6. How does social learning and collaboration enhance training effectiveness?

Management of Training and Development

MS-309



Department of Management Studies

Uttarakhand Open University

University Road, Teenpani By pass, Behind Transport Nagar, Haldwani- 263 139

Phone No: (05946)-261122, 261123, 286055

Toll Free No.: 1800 180 4025

Fax No.: (05946)-264232, e-mail: info@uou.ac.in, som@uou.ac.in

Website: <http://www.uou.ac.in>

Blog Address: www.blogsomcuou.wordpress.com

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